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English

Super Safari

Teacher's Book



Lucy Frino & Sarah Dilger with Herbert Puchta, Günter Gerngross & Peter Lewis-Jones



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3

این فایل توسط آموزشگاه زبان ملل، تهیه و تنظیم شده است

Lucy Frino & Sarah Dilger with Herbert Puchta, Günter Gerngross & Peter Lewis-Jones

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5 My house (pages 40–47)								
Vocabulary bath, cupboard, bed, sofa, table, armchair	Grammar The (doll) is (in / on / under) the (cupboard).	Story and value The cap Listening to people	CLIL Homes	Thinking skills Planning and making				
▶ Total physical response: Where's the cat? Listen. Look on the sofa. Look under the table. No, it isn't there. Oh look! It's in the cupboard!			▶ Song: Put your toys away!					
6 On the farm (pages 48–55)								
Vocabulary cat, horse, cow, dog, rabbit, sheep	Grammar My favourite (colour) is (orange).	Story and value I like your colours! Paying compliments	CLIL Where animals live	Thinking skills Categorising				
▶ Total physical response: Sniff like a rabbit. Eat like a rabbit. Look! A dog! Hop, rabbit, hop! Run, dog, run! Hide, rabbit, hide!			▶ Song: The animal boogie					
7 I'm hungry! (pages 56–63)								
Vocabulary carrots, sausages, apples, cakes, ice cream, chips	Grammar I like / don't like (carrots).	Story and value Cakes and ice cream Eating sensibly	CLIL Where food comes from	Thinking skills Organising information				
▶ Total physical response: Smell. What's that smell? You're hungry. Go into the kitchen. Listen. Look – chips! Take one. Eat the chip. You like chips. Yummy!			▶ Song: I don't like chips					
8 All aboard! (pages 64–71)								
Vocabulary boat, train, car, scooter, bus, bike	Grammar I'm / You're (riding) a (bike).	Story and value Oh what fun! Saying thank you	CLIL Shape pictures	Thinking skills Focusing on detail				
▶ Total physical response: You're flying your plane. There's a café under the plane. Land your plane. Get out and go to the café. Ask for lots of ice cream. Yummy!			▶ Song: We're having fun!					
9 Party clothes (pages 72–79)								
Vocabulary hat, belt, boots, shirt, badge, shoes	Grammar Let's have (biscuits / crisps / salad / sweets).	Story and value Nice work! Tidying up	CLIL Our clothes	Thinking skills Recognising numbers				
▶ Total physical response: Walk home. Open the door. Surprise! It's a party! Hooray! Put on your party hat. Eat cakes. Yummy! Dance with your friends			▶ Song: Oh what a wonderful party!					
Phonics (pages 85–94)								
Unit 1: 'r' red, rabbit	Unit 2: 'f' fish, family	Unit 3: 'h' happy, hat	Unit 4: 'g' dog, dig	Unit 5: 'y' yellow, yoghurt	Unit 6: 'z' zebra, zoo	Unit 7: 'c,' 'k' cat, king	Unit 8: 'ng' singing, dancing	Unit 9: Alphabet

 **pages 80–84**

 **pages 90–95**

Cut-outs: 101–102

Certificate: 103

Stickers: End section

Introduction

About Super Safari

What is Super Safari?

Super Safari is an English course for children at pre-school. The course can be taught in three levels (Levels 1, 2 and 3) or two levels (Levels 2 and 3), as the language introduced in Level 1 is constantly recycled in the higher levels of the course. *Super Safari* helps children get used to learning in a classroom and develop key linguistic and interpersonal skills, all the while having as much fun as possible. The approach ensures that children using *Super Safari* begin their English-learning journey with enthusiasm and confidence.

A flexible approach

All three levels of *Super Safari* have been specifically researched to cater for a variety of teaching situations including those with a higher than usual number of hours of English per week. The units include lessons with a core syllabus focus and additional lessons which can be used flexibly according to the time available for English. (See pages xviii–xix).

Igniting interest

Super Safari 3 is appropriate for children who have already been introduced to English by using either *Super Safari* Levels 1 or 2 or Level 2



alone. Children at this stage will be feeling comfortable in the classroom and will be ready to start working in pairs and small groups. The four lively and colourful animal characters in the course continue to guide the children gently through the world of learning, with stories and effective oral-aural practice. With the support of chants, physical games and songs, listening and speaking skills are developed gradually. At this level, children further develop fine motor skills through drawing, matching and circling tasks. They also begin to apply these skills to specific writing tasks (tracing single letters and numbers at the beginning of the level and tracing words by the end of the book). Early word recognition is encouraged in a similar way, with labels for key vocabulary from Unit 5 onwards.

Catering for multiple intelligences

Children need opportunities to use all aspects of their intelligence in a stimulating and varied environment. *Super Safari* caters for multiple intelligences in the following ways:

- The course develops linguistic intelligence – children's sensitivity to language and their ability to use language to express themselves and achieve goals. The games, songs, stories and projects in *Super Safari* always have a linguistic purpose, whether this is introducing new language, practising and recycling language or using language to solve a problem.
- Activities involving TPR or Total Physical Response (requiring pupils to move in response to linguistic prompts) are designed to cater for bodily-kinaesthetic and spatial intelligence.

Super Safari features these games because children have high energy levels and love to use their bodies. Channelling their energy into language learning through mime, dance or team games helps children to concentrate during the other, quieter parts of the lesson, as well as requiring careful listening.

- The chants and songs in *Super Safari* appeal to children's musical intelligence. They encourage a focus on the patterns, tones and rhythms of English, developing both listening and speaking skills.
- Many of the activities in the Activity Book (e.g. count and match, complete the picture, spotting similar pairs and complete the pattern) foster the use of logical-mathematical intelligence. Children are naturally curious and can apply their growing logic and numeracy skills in the English classroom.
- The story in each unit is designed to awaken interpersonal intelligence – the ability to interact with others and work together successfully, vital for children to get the most out of school in the future. The children are encouraged through discussion and Activity Book activities to think about the 'value' of the stories, such as the importance of fair play, waiting your turn, helping and looking after your friends.

Applying English across the curriculum

Wider thinking through the application of knowledge is encouraged by content and language integrated learning (CLIL), with topic-based material clearly linked with subjects across the curriculum.

Super Safari 3 components

The Pupil's Book contains:

- An introductory *Hello Unit* (4 pages) which re-introduces the animal characters Mike the monkey, Leo the lion, Gina the giraffe and Polly the parrot. This unit also serves to review and extend greetings and practise numbers and colours.
- 9 core units (8 pages) with an easy-to-use single-page lesson format.
- 5 pages of chant artwork, so that teachers can easily practise the chant from each unit at any point.
- 10 pages of Phonics activities, including basic handwriting skills, one page for each of the 9 core units and one review page.
- 5 pages of revision material (a game for every two units).
- 1 page of cut-outs including Yes/No cards, for use in games (full instructions are supplied in the relevant lessons).
- Supplementary stickers.



Each unit offers:

- An opening scene in contemporary and attractive 3D artwork which establishes the topic of the unit story and also provides a vehicle for the presentation of core vocabulary.
- A memorable chant to introduce new grammar and revise vocabulary.
- An engaging song for further language practice.
- A story featuring the appealing animal characters, whose interaction illustrates a different value in each unit.
- CLIL lessons, broadening the unit topic in the context of other school subjects and offering accessible craft projects.

Pupil's DVD-ROM

This complementary component is included with the Pupil's Book for children to use at home or in the school computer room. It is also provided with the Presentation Plus DVD-ROM, for teachers to use in the classroom with a computer and a projector. The DVD-ROM offers language reinforcement and consolidation while the children also have fun. It contains:

- 2 interactive vocabulary games per unit
- Animated versions of the Pupil's Book songs with karaoke



Activity Book

This reinforces language and builds on skills development by offering:

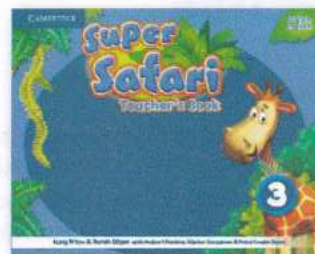
- Visual puzzles, fine motor skills work (circling, colouring, drawing, matching and tracing), listening input games and opportunities for oral practice.
- A follow-up activity for each unit to reinforce comprehension of the Pupil's Book story.
- A values activity for each unit drawn from the message in the Pupil's Book story.
- Simple craft activities to extend the focus of the CLIL lessons.
- A self-evaluation activity and an opportunity to review key vocabulary from the unit.
- Cut-out phonics cards, one set for each phonics lesson.
- Cut-out vocabulary cards, for use in games (full instructions are supplied in the specific lessons).
- Cut-out masks of the animal characters, for use in the story lessons (full instructions are supplied in the relevant lessons).



Teacher's Book

This Teacher's Book is interleaved with the Pupil's Book pages. Each page of teaching notes features:

- An Aims box with detailed lesson aims, new and recycled language, any necessary or optional materials and the language competences that the children will achieve.
- Concise and clear instructions for all the Pupil's Book and Activity Book activities.
- Additional lesson stages in coloured boxes:
Warm-up: ideas for beginning the lesson, recycling language from the previous lesson or presenting new language
Ending the lesson: simple ideas that are flexible in the time available to bring the lesson to a close, requiring no presentation or extra materials
Extension activities: optional activities for extending the focus of the lesson, for which any additional materials are listed as optional in the Aims box.



Posters and Flashcards

The posters and flashcards cover all the core vocabulary. They are ideal for warm-ups, presentations and games.



Class CDs

The 2 Class CDs contain all the recorded material for the Pupil's Book and Activity Book, including the chants, songs, karaoke versions and stories.

Puppet

A soft toy puppet version of Polly the parrot for the teacher to use in class.

Presentation Plus

This whiteboard software features:

- The Pupil's Book and Activity Book pages
- Teacher's resources and the audio material

It is also packaged together with the material on the Teacher's DVD and Pupil's DVD-ROM, which provide animated stories, songs, interactive activities and games for classroom use.

Teacher's DVD

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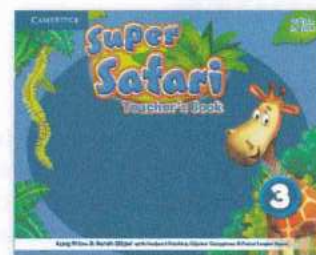
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Tour of a unit

Super Safari 3 begins with a *Hello Unit*. This is an introductory 4-page unit in both the Pupil's Book and the Activity Book. It presents the animal characters from Levels 1 and 2 and revises greetings, colours and numbers.

There are then 9 main units, each with 8 lessons. Each page in the Pupil's Book constitutes a lesson, together with its corresponding Activity Book page.

The material is structured in a flexible way to make it suitable for different teaching situations:

- Lessons 1–6 present and practise new core language, as well as including a chant, a song and a story with follow-up activities.
- Lessons 7 and 8 focus on CLIL, together with creativity (the Activity Book project) and revision.

Classes with **fewer than 5 hours** of English per week have the option to miss out some or all of Lessons 7 and 8, while still covering the vocabulary and grammar syllabus.

Using all the material in the Pupil's Book and Activity Book provides enough material for classes with **5 hours** per week.

Classes with **more than 5 hours** per week can extend the material by using the phonics material and review lessons at the end of the Pupil's Book.

Lesson 1

Vocabulary presentation

The core vocabulary of the unit is presented and contextualised in a colourful illustration which also acts as an introduction of the topic of the story later in the unit.

- The children first hear a line or two of dialogue.
- The children listen and point to the new vocabulary in the picture and then listen again, this time repeating the words.
- The vocabulary is practised in a chant, the pictures for which can be found at the back of the Pupil's Book.
- The Activity Book offers a variety of practice activities for this lesson, always including oral follow-up.



Lesson 2

Grammar

The key grammar from the unit is presented and practised in Lesson 2. The vocabulary from Lesson 1 is also revised.

- The children first listen to the new language and give a non-linguistic response such as colouring, using stickers, tracing or matching.
- They then practise the language, usually in a game.
- The practice activities in the Activity Book are varied, and can involve a listening task, a visual puzzle, a drawing task or a communicative pairwork activity.

Lesson 3

Total Physical Response

Further new language is introduced in the form of three or four phrases or instructions, each accompanied by an action.

- The children listen first and either look at the pictures in the Pupil's Book or watch the teacher demonstrating the action for each phrase.
- The language and actions are repeated until the children feel comfortable joining in (by moving and speaking).

The children then listen and order the pictures in the Pupil's Book, by matching each one to a number.

The Activity Book for this lesson requires children to practise the new language from the Pupil's Book, with a variety of activity types.



Lesson 4

Song

The vocabulary and the grammar of the unit are combined in a song for children to learn and join in.

- The children first listen to the song, using the pictures to help them follow the meaning.
- They can then join in, according to ability, using the pictures as visual prompts to help them remember the words.
- The next track on the CD after the song is always a karaoke version which you can use once the pupils are familiar with the song.
- The practice activities in the Activity Book are varied. They usually require children to listen to some or all of the song and respond by drawing, matching, colouring or tracing.

Lesson 5

Story

This lesson features the main story for the unit, bringing the unit topic, vocabulary and structures together. The clear and expressive illustrations invite the children to follow as they listen, and inspire them to act out the story with real emotion in Lesson 6.

- The teaching notes first suggest ways of reviewing the characters and setting the scene of the story (encouraging children to think about where the characters are and what they are doing / are about to do).
- The children then hear the story, which is brought off the page with clear character voices and sound effects to help them follow the action.
- After discussing the story in L1 (the pupils' own language) where appropriate, the pupils usually practise some key functional language from the story.

- The Activity Book has a task which aids comprehension of the story, for example, pupils have to place missing items in the correct pictures by drawing or using stickers.

Lesson 6

Story follow-up and values

Lesson 6 exploits the story in more depth.

- The children listen to the story again to review the language and content of the story.
- The teaching notes then guide a brief discussion in L1 of the value illustrated in the story. The children are encouraged to think about what the characters say and do, and to reflect on what is right (or wrong) about the characters' behaviour.
- The Activity Book presents two situations with a similar value to the story, with pictures illustrating positive behaviour. The children complete the faces next to the pictures, to show which one reinforces the value in the story.

- The optional Extension activity in Lesson 6 is always a suggestion for a group of pupils to act out the story at the front of the class, using the cut-out masks at the back of the Activity Book (see page 100) and any other available props. Other groups can then take turns if time allows.

5 Look at the story. Draw the food.



Lessons 7 and 8

CLIL

These two lessons introduce a topic from another area of the curriculum which is related to the overall unit topic. They are designed to encourage the children to explore other subjects through English and then to apply their new knowledge in a craft project.

- The first lesson usually introduces the topic and presents useful words which the children will need to recognise but which are not core vocabulary.
- The Activity Book material for Lesson 7 is a creative project, carried out individually or in groups. The project is illustrated in a series of step-by-step pictures and enables the children to make something which they can take home or display in the classroom. The focus on detail and the skills of cutting, sticking, folding and drawing involved develop fine motor skills which the children can apply in their tracing.
- The second CLIL lesson provides opportunities for the children to apply their knowledge from the previous lesson, developing thinking skills such as predicting, making deductions, sequencing and categorising. They also review the vocabulary and language from the unit using games and songs.
- The Activity Book page for Lesson 8 offers an introduction to self-evaluation. Each item of core vocabulary is illustrated and children are invited to colour the circle next to each word if they can say it. Monitoring while the children are working on this activity allows a simple opportunity for informal assessment.
- From Unit 4 onwards the pictures are labelled and the children can trace the first letters and eventually the whole words, according to ability.



Optional phonics lessons

Pages 85-94 of the Pupil's Book contain phonics materials which can be used at the end of each of the 9 core units (Units 1 to 9). There is a set of cut-out phonics cards for each of these lessons at the back of the Activity Book.

- The teaching notes first provide ideas for focusing on the sound featured in the lesson.
- The children then practise tracing the corresponding grapheme and saying the sound in a chant. The phonics cards in the Activity Book are used to reinforce the relationship between the sound and the grapheme.
- The next stage of the lesson is a sound discrimination activity. The children listen to words read by the teacher (they do not need to understand the meaning) and respond when they hear the target sound by showing a phonics card, doing an action or holding up an object.

After the main phonics lessons in the Pupil's Book, there is a phonics review lesson. This revises all the sounds focused on so far with a game of bingo, alongside further activities and games.



Review lessons

Pages 95-99 of the Pupil's Book are Review pages. There is a Review lesson for every two units of the book. The children practise the vocabulary and language from the units with a selection of appropriate games.

Teaching with *Super Safari* 3

Teaching very young children

Working with children of pre-school age presents a number of challenges. Young children are only able to concentrate in short bursts (no more than seven to ten minutes at ages three and four). Pre-schoolers' high energy levels make it difficult for them to sit still for long and they are not used to being in the rather formal setting of the classroom. But young children have an insatiable curiosity, an innate sense of fun and a lack of self-consciousness, all of which make them excellent language learners. *Super Safari* has been developed with these challenges and advantages in mind, and the range and nature of the activities in the course are perfectly suited to the demands and abilities of this age group.

Keep moving

Super Safari harnesses children's energy with activities involving Total Physical Response, dance or mime. The teaching notes suggest mimes and actions at many points in the unit – to practise vocabulary in Lesson 1, as an integral part of the Total Physical Response material in Lesson 3, to support and help with comprehension of the song in Lesson 4, and so on. In parallel with activities involving movement at the children's desks, some of the Extension activities are action games, which require the children to jump, run or play a traditional game such as hide and seek.

Be creative and have fun

In addition to the project activity in Lesson 7 of each of the 9 core units, there are instructions for a range of hands-on creative activities.

Extension activity

Aim: to practise giving and following instructions

- Put a table, a chair and a bag at the front of the classroom. Put some classroom objects and real toys on the table. Invite two volunteers to the front. Explain in L1 that (name 1) is going to give instructions and (name 2) is going to listen and follow.
- Student 2 stands with his/her back to the board.
- Stick two flashcards on the board: an item from the table (e.g. doll) and, next to it, a furniture item or bag.
- Student 1 makes a sentence, e.g. *Put the doll on the chair*. Student 2 follows the instructions. The other students watch and say Yes/No.
- Repeat with different volunteers and other flashcard combinations.

Extension activity

Aim: to practise shapes

- If possible, move the furniture to the middle.
- Draw simple shapes on pieces of paper and stick them on the walls of the classroom at a height that your students can reach.
- Say *Stand up. Touch the (triangle)*. Students move to touch the correct shape.
- In a large class, students can stand up and point.

Pre-school children are still discovering the world around them and they learn a great deal by employing all their senses, particularly touch. Making simple models to represent new words (using play dough or cardboard boxes, empty pots and craft materials) is an excellent aid to learning and memory.

Super Safari uses young children's boundless imagination and love of play to support learning. Your attitude will also set the tone in the classroom – don't be afraid to have fun with the class when you are playing, dancing or miming.

Be flexible

Given the short attention span of pre-school children, each lesson needs to have a variety of activities and games, with changes of pace and activity type in order to keep the children interested. There are some set stages in the lesson notes (see The importance of routines on page xiv), but it is important to use the notes according to the way each lesson unfolds. If you find that your class are particularly energetic, you may choose to do an action game before the practice stage of the lesson or gain their attention using the puppet. If your class have a favourite song from the course, sing it as a reward after they have completed an Activity Book pencil-to-paper activity. If the weather is very good, choose one of the games the children can play outside. At this age, any language learning is good learning, and after Lesson 4 in each unit, you can alter the order of the lessons and activities to suit your situation and your class. *Super Safari* is designed to be flexible.

Extension activity

Aim: to review numbers

- Stick large numbers from 1 to 6 on both sides of the xylophone jars – 1 for the lowest note, 6 for the highest – so that both those playing the xylophone and those watching can see them.
- Hit each jar with a spoon, saying the number on it.
- Invite as many volunteers as there are jars to come to the front. Give them each a spoon. You or the class then call out numbers from 1 to 6 and the students hit the correct jars.
- Repeat with new volunteers.
- If you have a standard scale, you can write numbers for the students to play simple tunes:
(3 jars) 33321111 222– 333– 33321111 22321
(4 jars) 1425334 1425334 5342312 5324321
(5 jars) 3212333 222– 355– 3212333 22321
(6 jars) 5654345 234 345 5654345 2– 5– 31

Extension activity

Aim: to practise I like and food items

- Stick the food flashcards on the board in a row. Students say *I like* and the food words in the order that they appear on the board.
- Remove a flashcard. Students say *I like* and list all of the foods again, including the missing item.
- Continue until all the cards have disappeared and students are saying all the words from memory.

Getting used to school

Pre-school is often the first time children have socialised regularly with the same group of their peers and is almost certainly the first time they have been in a classroom. A large part of the role of a pre-school teacher is laying the foundations for learning and behaviour which will be vital for the children's entire academic career. Establishing good habits and appropriate behaviour patterns, together with a positive attitude and love of learning, at this early stage is therefore extremely important. The colourful, engaging illustrations and attractive materials in *Super Safari* (songs and stories, flashcards, posters, masks, cards, puppet and accompanying digital activities) are designed to make the learning experience as much fun as possible. The teaching notes also contain advice about introducing routines, praising and motivating the children.

Familiarising the children with the classroom

Children are comfortable with familiar things, and the classroom should be a safe, recognisable place where they can explore new things and learn about the world of language. It is a good idea to have designated areas in the classroom, which are always used for the same purpose. Having a 'story corner' where the children always sit to listen to stories in Lessons 5 and 6; a 'creative corner' where the materials for projects, aprons, etc. are stored; a 'nest' for Polly the parrot on one wall, will help the children recognise familiar stages in a lesson. Displaying the children's work throughout the year, with a topic-themed wall display, will give them a sense of achievement and help them remember key language. This is also a useful way to show parents what the children are working on (see Linking school and home, in the next column).

Make sure that classroom furniture is arranged in a way that encourages communication and is not overly formal. The children can sit in small groups or facing each other, rather than always in rows facing the front. The seating arrangements should ideally be flexible, so that chairs and tables can be moved easily for physical activities and games.

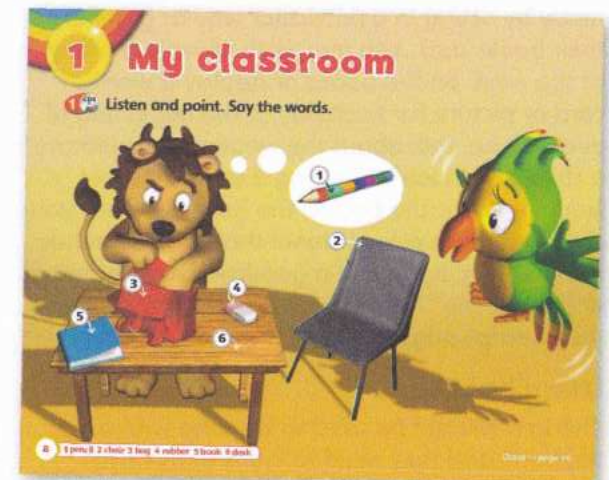
Children need to learn which types of behaviour are acceptable in the classroom and which are unacceptable. You may wish to introduce a particular way to sit for a story or for listening (e.g. legs crossed, arms folded), a way to attract the teacher's attention (e.g. putting up hands) and a way for the teacher to ask the children to be quiet (such as ringing a bell). Reward good and improved behaviour with stickers or by allowing children to help you perform classroom tasks (e.g. cleaning the board, using the whiteboard, sticking flashcards on the board).

Linking school and home

At this age, the most important influences on a child are still his or her parents or carers and the home environment. It is therefore advisable to forge a strong link between school and home and involve parents in their children's learning. The activities provided at the web address at the front of the Pupil's Book go some way towards doing this (see *Super Safari* 3 components on page vii). There are also specific points in the Pupil's Book where a link to home can be made, either by practising key vocabulary (such as furniture or classroom objects) at home, singing the song at home or in the car (using the DVD-ROM in the Pupil's Book) or applying values and practising simple functional language from

the story in genuine situations at home (e.g. saying sorry). These home-school link points are marked with a 'Family fun' icon.

You can keep your children's families involved with the topics covered in the course by encouraging them to look at class displays, inviting them to hear the children performing their favourite chants or songs and encouraging children to bring items relevant to the topics or CLIL lessons into school.



The importance of routines

Young children respond well to routines. They provide a similar sense of familiarity to a well-organised classroom and are also an opportunity to learn everyday set phrases and practise key language in a natural way. The *Super Safari* teaching notes have the same structure for the beginning and end of each lesson – a Warm-up activity and an Ending the lesson activity. However, there will also be an initial stage of the lesson before the Warm-up, in which you all get ready (e.g. with the children signalling they are ready by sitting in a particular way or getting their books out). You may wish to write the day of the week on the board or display a word card or picture for each day at the beginning of each lesson, talk about the weather or celebrate a child's birthday by singing a song together. Similarly, after the Ending the lesson activity, you could establish a final signal that the lesson has finished, e.g. by saying a goodbye chant together or singing the 'Tidy up' song as you clear up (see Audio script page T103).

Using books

Children will not be used to working with a textbook and they need to learn to use two books in one lesson. Establishing effective techniques for having the correct book open at the correct page can save a lot of time.

The right book

The first time you use a book in a lesson, holding up your own Pupil's Book or Activity Book is an obvious cue for the class. You can also save time by asking the children to hold up the book as well. Anyone with the wrong book will quickly see what their classmates are doing and will be able to change books.

The right page

- Say the page number in English and, if possible, in L1. Pupils of this age will be learning to recognise figures 1 to 10, but do not expect them to be able to read figures consistently with success. Show the children the correct page and draw their attention to the pictures, characters or colours to help them find it quickly.
- Again, asking children to hold up their books, open at the right page, can be a faster way of checking that everyone is ready.

Using pencils and crayons

Many of the activities in *Super Safari* require pupils to use a pencil or coloured pencils/crayons. Hand the materials out at the beginning of the class or make sure the children have them ready

to use. Show the number and colours required, naming and counting in English, and ask children to hold up their pencils or crayons to make sure they have the right colours.

The Activity Book practice activities which involve drawing lines, circling and tracing and the Pupil's Book phonics lessons in later units all help to develop the early writing skills of gripping a pencil correctly, controlling the pencil and working from left to right on the page. Whenever the children are working individually on these activities, the teaching notes suggest monitoring and checking they are using the correct grip.



Classroom management

Checking instructions

The key to classroom management is clear instruction and the larger the class, the more possibility there is that some children will become distracted and are not then sure what to do.

- If the children need to move to different desks, a different part of the classroom or outside for a game, move them first and then explain the activity.
- If they need to take certain materials with them, support your instructions with flashcards or board drawings, e.g. *Take your pencil* (stick the pencil flashcard on the board) *and your book* (stick the book flashcard on the board) *with you*.
- Remember that the children are not able to read the written instructions, so focus on the examples in the Activity Book and demonstrate them with your finger.
- Even at this young age, there will usually be one or two children able and more than willing to explain the instructions in L1 as a final check if some children still seem unsure.

Involving everyone

In *Super Safari*, presentation and practice activities involving the whole class are balanced with individual practice activities, allowing time for monitoring each pupil's progress. This combination ensures that all children are actively involved in the lesson.

Children can also be involved in presentation stages of the lesson, by holding flashcards or demonstrating games and activities with you at the front of the class. This takes longer, but there are several benefits:

- It changes the dynamic of the classroom, which helps to keep everyone's attention.
- It provides opportunities for recycling classroom language in a meaningful way as you invite the children to stand up, come to the front, pick up a pencil, etc. The whole class can hear this language and they watch to see how their classmate responds.
- It demonstrates important values: you share your materials with the children, they play with them, look after them and give them back safely. *Please* and *Thank you* become common, natural phrases in the classroom.

Confident children will eagerly volunteer to come to the front in every lesson, so you may find it useful to keep a column in your notebook to mark children's names when they have been involved in this way, to ensure that everyone has been asked to take part (for example, F = flashcard, A = acting out).

Using English and L1

With young learners, it is helpful to establish an English-speaking environment as far as is possible, while still fostering an encouraging atmosphere where the children feel at ease and able to contribute. The more you use English, the more natural it will be for the children to copy you and to use as much as they can. If you do not speak your children's L1, this will happen as a matter of course, but you will need to monitor your own use of language carefully, use materials such as flashcards and plenty of gesture and mime, to make sure none of the children feel lost or uncomfortable. In a class where everyday classroom business is carried out in English, many children will acquire a little more language passively and may surprise you by using new classroom phrases that they have heard.

The use of L1 can be an effective tool:

- After you have first explained and demonstrated a task in English, use limited L1 to clarify or ask a confident child to explain in L1 for you. However, it is best to avoid doing this all the time. If you always repeat instructions in L1 after first explaining in English, the children will learn to expect this and more passive children may 'switch off' until they hear the L1 instructions.
- When a child has clear emotional needs, for example if they are unhappy because a craft activity hasn't turned out as they intended, they won't have the necessary English to explain the problem. In these instances, let the child tell you the problem in L1 first (consult a colleague if necessary) but then use English to console them, to praise their work and to integrate them in the lesson again, e.g. *OK now? Really, your weather dial's great! Can I show it to Elena?*

Monitoring and assessment

Monitoring in the classroom is essential to ensure that everyone's attention is on the task in hand. It's even more important in the language classroom, particularly at the oral-aural stage. More pupils will have an opportunity to speak if you encourage this while you are monitoring their work.

As you circulate:

- Use English to praise work and ask questions. The teaching notes provide guidance about when and how to do this and many of the Activity Book activities have a follow-up oral stage which has been specifically designed for authentic communication. Some children may be able to use a few words; most will need questions to prompt them; others may only be ready to listen and agree as you talk about their work.
- Ask children about their classmates' work and encourage them to show interest and to compliment each other.

Using the Activity Book self-evaluation feature

Assessment at this early stage of learning is an on-going process of observation in whole-class work and monitoring at an individual level. Although formal testing is not appropriate in pre-school, the Activity Book self-evaluation feature at the end of each unit can be used for informal assessment. If practical, call the children to your desk individually to say the words, while the rest of the class are working on another activity. Tick the children's books / use a reward sticker to confirm they have said the words.

Using the Super Safari songs

Songs are an extremely valuable part of the language-learning process at this stage. Children produce more language in a song than in any other form of practice activity; the rhythmic nature of songs helps develop authentic intonation and

pronunciation, and the repetitive nature of song lyrics activates key language many times.

Before playing a song

It may be tempting to explain the song lyrics before the children hear it, but it is more motivating to let them simply enjoy the song first. Strong visual support encourages thinking skills and helps children predict what the song is about. The songs in *Super Safari* are clearly illustrated with this in mind and the teaching notes suggest a quick lead-in to each song based on the picture.

Learning a song

As well as providing a context, the song illustrations act as visual prompts to help support the meaning of the lyrics. Once the children are more familiar with the song, they will add in actions (suggested in the teaching notes), for which they will need to stand and sing without looking at their books. It is common for pupils of this age to 'mumble' the less familiar words, but the song structure in many cases will allow time for you to show a flashcard or an object, or do an action to help them with core nouns.

Performing the songs

The teaching notes suggest different approaches to performing the songs, depending on the type of song and the content – for example, dividing the class into groups taking different roles as they sing. There are karaoke versions of the songs after the main recording. These are best used once the class are confident enough to sing without their books. Where possible, you could use the karaoke versions as a showcase for parents to see what their children have been learning.

Using the Super Safari stories

Before playing a story

An effective way to prepare the children to listen to a story is to ask them to sit in a part of the classroom or in a circle, making sure they are relaxed but also quiet and ready to listen. Tell the children to put their things away to avoid distractions.

While listening to a story

Hold up your book and point to each frame. Encourage pupils to listen out for the sound that signals the end of each frame by cupping your hand to your ear every time it sounds. After working with the first story in the course, they will learn to recognise this.

After listening to a story

The Lesson 5 teaching notes give guidance on how to work with the story. In Lesson 6 there is then the full exploitation of the value illustrated in the story.

Using the masks and Yes/No cards

Masks of the animal characters Mike, Gina, Leo and Polly are at the back of the Activity Book for use in acting out the stories, to practise the characters' names and for additional activities, detailed in the notes for individual lessons. To make the masks more durable, stick or copy them onto card and/or laminate them. If you use them from the pages of the book use sticky tape to add strips of paper to fit round the children's heads or, if you have to use string, add reinforcers or sticky tape to strengthen the holes in the masks.

Using the Polly the parrot puppet

Puppets provoke a magical reaction from young children. In their eyes a puppet has a life of its own, with its own home, character and language. This makes the puppet an extremely useful tool in the language classroom.

Making your own Polly puppet

If you do not have the Polly puppet, you can make your own using a green sock, orange card (for the beak and feet), green card (for the wings and tail) and black and white card for the eyes.

Bringing Polly to life

To make Polly as magical and appealing as possible, create a home for her in the classroom. This can be a nest (a cardboard box or a basket) or simply your bag. Make sure the children do not see you putting Polly on your hand, so that she appears to magically come to life. You can use a special voice for Polly if you wish, but do not distort your pronunciation, as the children need to hear clear examples of language at all times.

Have a set routine for beginning an activity with Polly, e.g. Polly greets the children and they respond *Hello, Polly!* When the activity is finished, get the class to say *Goodbye, Polly!* Make Polly reply and fly back to her home.

Keep in mind that Polly is a parrot, and can do the things that a real parrot does – fly, walk, talk and sing. Polly can use her skills to help with classroom management, e.g. fly to an individual child if you need to choose a volunteer, help the children learn a song (by singing along) or bring some fun to the class if the children are feeling tired. To gain the most linguistic value from the puppet, make sure that she speaks only English. This will lead the children to communicate with Polly in a very authentic, natural way.

Games with Polly the parrot

Disappearing flashcards

Put on the puppet and greet the class. Make Polly say *Close your eyes*. Mime closing your eyes. Make Polly say *Open your eyes*. Practise these instructions, with Polly 'talking' to the class and the pupils following her instructions. Stick the flashcards on the board. Elicit the words.

Make sure all the children have their eyes closed and remove one flashcard from the board. Say *Open your eyes*. Polly 'points' to the remaining flashcards in turn. The class say the words. She 'points' to the space where the missing flashcard was. The class say the missing word. Show them the card and make Polly say *Yes! Well done!* Repeat the game, changing the order of the flashcards.

Follow the leader

Choose a volunteer to be the leader. The rest of the class stands behind the leader in a line. The leader walks around with everyone following. Put on the puppet and greet the class. Make Polly whisper an instruction to the leader. He/She does the action, moving around the space at the same time. The rest of the class follow and say the word (e.g. if the instruction is *Jump!* the child jumps around, and all the other children do the same thing, saying *Jump!*). Make Polly say *Well done! Stop! Change the leader!* The leader then goes to the back of the line and the child at the front is the new leader.

No, Polly!

Put on the puppet and greet the class. Make Polly point at one of the items or flashcards, e.g. a bag, and say the wrong word (e.g. *Pencil*). Frown at Polly and say *Pencil? No, Polly!* Try to make your class laugh. The children say *Bag* to the puppet. Make Polly say *Oh! Bag! Thank you*. Repeat for the other items. Polly says the wrong word each time. Encourage the children to join in when you say *No, Polly!* Repeat with Polly

getting the words right. Encourage the class to clap whenever she gets it right (she takes a bow).

Polly says ...

Put on the puppet and greet the class. Make Polly whisper in your ear. Mime listening. Then say, e.g. *Polly says 'Stand up'*. Encourage the children to follow the instruction. Repeat with different instructions, making Polly 'whisper' into your ear each time.

Say *Let's play!* Explain in L1 that the children need to listen carefully and follow your instructions, but only when you say 'Polly says'. Make Polly whisper in your ear and give instructions as before. The children follow the instructions when they hear 'Polly says'. Miss out 'Polly says' sometimes. The children who follow the instruction that time are 'out'. Repeat until only a few children remain. They are the winners. Make Polly fly to each of the winners, 'land' on their heads or hands and say *Well done!*

Singing Polly

Put on the puppet. Explain in L1 that Polly is going to sing. Say that she is very good at singing, but her memory is not so good.

Give out the *No* cards. Explain that when the children hear Polly make a mistake, they should hold up the card.

Play the karaoke version of the song. Make Polly sing along, but with the wrong words. Pause when the children hold up their *No* cards and ask/help a volunteer to say or sing the right words. Make Polly say *Oh, thank you!* and then continue singing.

Teaching without the puppet

There are ideas in the teaching notes for adapting puppet activities if you do not wish to use the puppet. For all the games described above, you can take the role of Polly (for 'Polly says', which is a version of 'Simon says', any soft toy could be used to replace Polly).

How can I adapt Super Safari to fit my timetable?

Super Safari is designed for schools that dedicate a significant part of the week to English. No two schools are the same and different pressures on the timetable mean that you, the teacher, may need to adapt the course to fit your timetable.

If you have more time

Repetition, repetition, repetition. Young children learn very quickly but forget just as quickly which is why it is so important to recycle little and often. If you have more time available, don't be afraid to sing the same song a couple of times in any one lesson and several times during the week. Consider incorporating your class's favourite songs and chants into the welcome routines for every lesson. Similarly, the story in the book can be used several times in many different ways.

Remember, as well as the Activity Book, the puppet, flashcards and posters offer excellent opportunities to further consolidate new language.

If you have less time

If you are short of time, it can be tempting to skip lessons or shorten certain stages. However, when working with preschool children it is important to maximise input and ensure each lesson has lots of variety and movement. Consider the following ideas as ways to shorten the course, focus on the activities that make a difference as well as activities that children will enjoy.

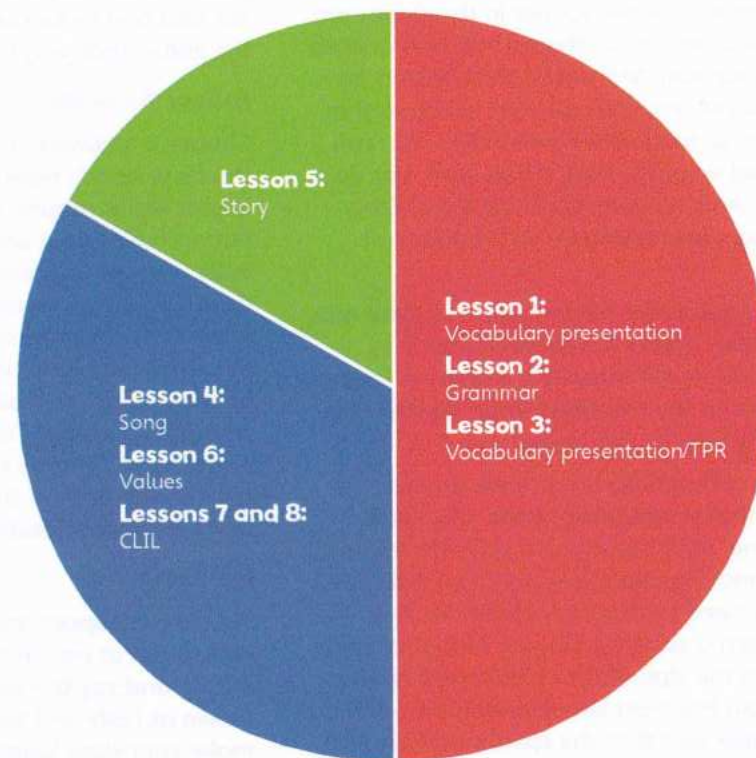
Do

- Ensure every lesson includes predictable routines for Warm-up, Presentation, Practice and Ending the lesson.
- Ensure that each lesson has a balance of active and quiet periods.
- Focus on the Presentation and Practice stages of the lesson; this is the main input and fundamental to successful acquisition.
- Focus on the activities in which children hear and use new language.

- Consider leaving the drawing and colouring tasks until the end of the lesson or for homework. Do not ignore these activities altogether, they offer children an excellent opportunity to process the lesson's input.

All the lessons in a unit provide important learning opportunities but the chart over the page can help you decide how much time to allocate to each lesson.

Suggested time allocation per unit.



We hope this helps you to plan your lessons but please do get in touch at ELTmail@cambridge.org if you have any questions or comments about the course.

Use the table below to help you decide which activity types you can integrate into your lessons depending on the time you have available.

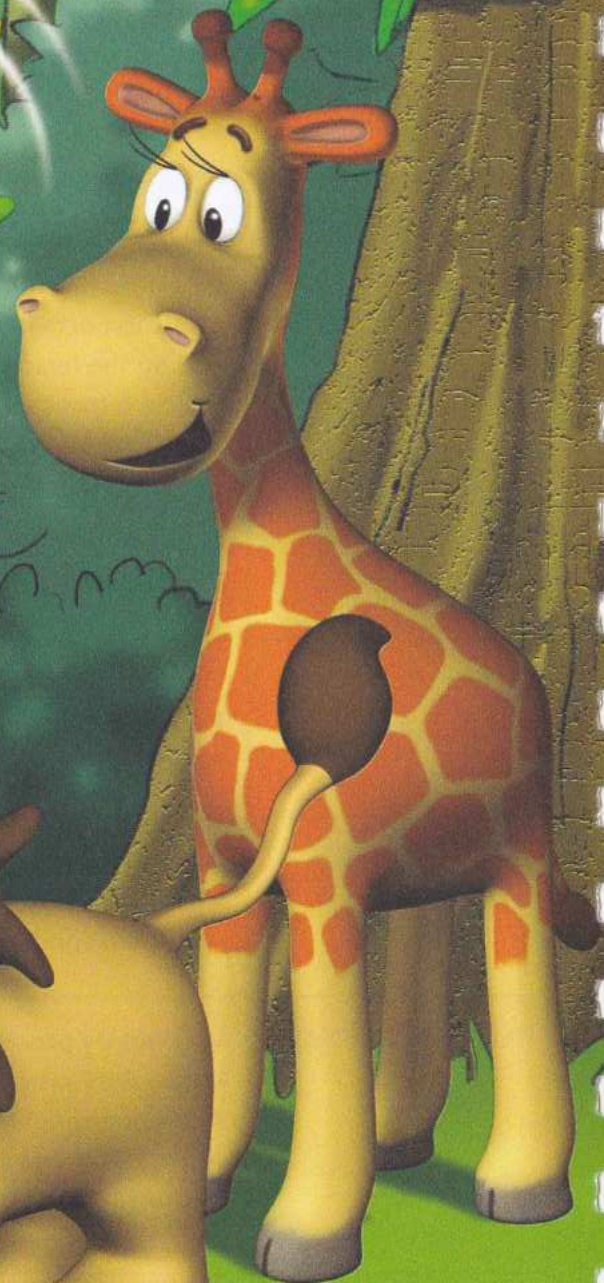
Component	Activity type	If you have more time	If you have less time
Teacher's Book	Warm-up activities Extension activities Ending the lesson activities Lesson 6 (practice)	✓ ✓ ✓ ✓	X X X X
Pupil's Book	<i>Think!</i> (activity 7) Phonics Review	✓ ✓ ✓	X X X
Activity Book	Value (activity 6) Project (activity 7) Review (activity 8)	✓ ✓ ✓	X X X
Teacher's DVD	Animated stories Animated songs Animated songs with karaoke	✓ ✓ ✓	X X X
Pupil's DVD-ROM	Vocabulary practice game 1 Vocabulary practice game 2 Animated songs* Animated songs with karaoke* <i>* Also seen on the Teacher's DVD</i>	✓ ✓ ✓ ✓	X X X X (can be used at home)

Hello!

1

CD1
02 03

Listen and sing.



Aims: to review greetings and introductions, to sing a song with the class

New language: *What's your name? I'm Mike/Polly/Leo/Gina. Hello*

Materials: CD 1, flashcards (Mike, Polly, Leo, Gina), a soft toy, character masks: AB pp101–104 (optional)

Language competences: Your students will be able to greet someone, introduce themselves and ask someone's name. Your students will be able to join in with a song.

Warm-up

Aim: to review greetings and introductions

- Say *Hello!* Students repeat several times. Whisper *Hello!* Students repeat. Sing *Hello!* Students repeat.
- Show a soft toy and say *I'm (name)*. Repeat several times. Pass the toy to a student and ask *What's your name?* The student says his/her name or *I'm (name)*. Say *Hello, (name)*. Students repeat.
- Practise *What's your name?* with the class.
- The student with the toy passes it to another student, saying *What's your name?* The next student says his/her name or *I'm (name)*. The rest of the students say *Hello, (name)*. Continue around the class.
- With a large class, divide the students into two or three groups once they have got the idea. Students can point instead of passing a toy.

Presentation



1 PB p4 Listen and sing.

Aim: to present the names of the main characters and to sing a song

- Play the song. Hold up your book and demonstrate pointing to the monkey, the parrot, the lion and the giraffe in turn. Encourage the students to point.
- Play the song again. This time, show the character flashcards as each character is introduced.
- Say the names. Students point to Mike, Polly, Leo and Gina in their books.
- Students join in with the last line of each verse and with the last two lines of the song.
- Use the karaoke version (see Extension activity).
- **Note:** There are karaoke versions of all the songs in the course. Students can sing with the karaoke version once they are familiar with the song.

Audio script page T100

Practice

1 AB p4 Look, match and say the names.

Aim: to practise recognising characters

- Point to the example to explain the activity. Say *I'm Mike*.
- Students draw lines to match. They show you the line that they have drawn and say *I'm (Polly)*.

Extension activity

Aim: to review character names

- Give four students the cut-out masks of the characters (for details see page T6) or the flashcards. Say to each of them *Hello, (Mike)*. Students repeat.
- Students stand in a circle with the students who are wearing the masks in the middle.
- Play the song. As they sing *What's your name?* the students point to the 'animals' in the middle. When they sing *Hello*, they wave at the 'animals'. Repeat with different students wearing the masks.

Ending the lesson

Aim: to review character names

- Cover each flashcard with a piece of paper. Slowly reveal the picture, looking at it and asking *What's your name?* Students say *I'm (Mike)*.

Aims: to present and practise four animals, to review the characters' names and greetings

Skills: listening, developing control

New language: *monkey, giraffe, lion, parrot, the*

Recycled language: *Hello, What's your name? I'm (Mike/Gina/Leo/Polly)*

Materials: CD 1, flashcards (characters)

Language competences: Your students will be able to name four animals.

Warm-up

Aim: to review greetings and character names

- Say *Hello. I'm (name)*. Ask a student *What's your name? (I'm (name).)* Repeat with other students.
- Show the flashcards. Students say *Hello, (Mike)*.
- Play the song from PB page 4 (CD 1 Track 02). Show the appropriate flashcard for each verse. Students join in.

Presentation



PB p5 Listen and point.

Aim: to present animal and character names

- Hold up the animal flashcards in turn and present the four animal names (*monkey, giraffe, lion, parrot*). Alternatively, use the puppet to present *parrot* instead of the flashcard).
- Show the animals again and ask students to repeat the names after you.
- Students listen and point to the correct picture.

Audio script page T100

- Say the sentences from the recording in a different order (e.g. *I'm Leo the lion*). Students point to the correct picture.
- Stick the flashcards on the board. Call a volunteer to the board. Say one of the sentences (e.g. *I'm Gina the giraffe*). Students repeat. The student at the board points to the correct picture.
- Hold up your book and use a pencil to trace around *Mike* in the first frame. Ask students to trace around each animal in the four picture frames.



AB p5 Find pairs and circle.

Aim: to practise animals, tracing and recognising shapes

- Students trace all the animal outlines first then match the adult and the young by drawing lines.
- Check answers by pointing to the adult animal and asking *What's this? (Giraffe)*. Say *Yes, that's right. Where's the baby giraffe?* Students point.

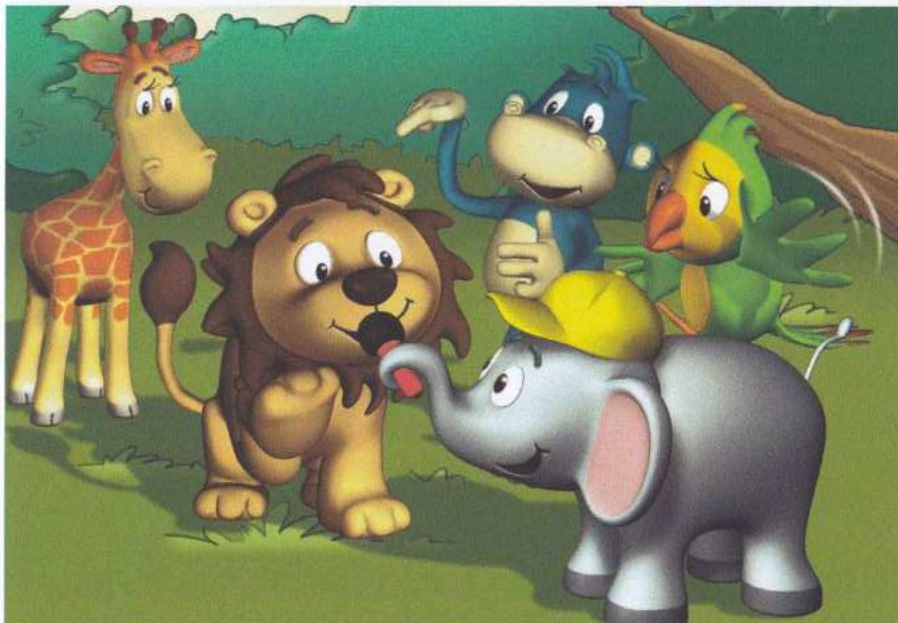
Ending the lesson

Aim: to review animals and character names

- Choose a flashcard, look at it, but keep it hidden.
- Mime the animal on the flashcard. The first student to put up his/her hand guesses the character and animal (e.g. *Leo the lion*). Say *Yes, I'm Leo the lion.* or *No, I'm not Leo the lion. Try again.*
- Repeat with another flashcard. Call a student out to choose a card and mime. When a student has guessed correctly, ask the student at the front *What's your name?* The student shows the card and says, e.g. *I'm (Mike the monkey)*.

2 CD1
04

Listen and point.



Family
fun!

Hello! What's your name? I'm ...

3

Ask and answer.



6

Practice

Aims: to practise asking someone's name and introducing yourself

Skills: speaking

Recycled language: animals, (Mike) the (monkey), What's your name? I'm (name), Hello

Materials: CD 1, flashcards (characters), cut-out character masks: AB pp 101–104 (with your own set prepared in advance), scissors, string or A3 paper, glue or sticky tape

Note: Prepare four sample masks before the class. Cut each mask out, including around the eyes, and either use string or stick a strip of paper long enough to fit around your head onto the areas shown on the back of the mask. The masks can also be used in the story lessons.

Language competences: Your students will be able to ask someone's name and introduce themselves.

Warm-up

Aim: to review language from the previous lesson

- Make a noise to represent one of the characters (lion, giraffe, parrot or monkey). Students guess, e.g. *Polly the parrot*. Say *Yes, I'm Polly the parrot* or *No, I'm not Polly*. Try again. Repeat the noise.
- **Note:** Giraffes are quiet animals but they can make a soft sound like a calf or a sheep. Students may find it easier to guess if you pretend to chew very slowly, moving your tongue a lot.
- Students play the same game in pairs.

Practice

3 **PB p6** Ask and answer.

Aim: to role play asking someone's name

- Show each mask and ask *Who's this?* (Leo). Explain in L1 how to make the masks and hand out the materials. Each student should make at least two masks in this lesson. Help students to cut out the masks and use string or stick a paper strip in place so that it fits their head.

- Put on a mask. Choose a student to say *Hello. What's your name?* Say *I'm (Mike the monkey). Hello.*
- Students put on a mask and ask and answer in small groups. Circulate and check that they are using both the question and the answer.
- Students change their masks so that they practise being at least two characters.
- Collect the masks and keep them, marked with the students' names, for use in future lessons.
- Students take off their masks. Say *Hello. I'm (name)*. Ask a student *What's your name?* The student says *I'm (name). Hello*. Practise with two or three more students.
- Set a time limit and tell students to speak to as many people as possible. They stand up to ask and answer.

Presentation

3 **CD 1 05** **AB p6** Listen and circle.

Aim: to practise listening and identifying characters

- Play the first recording and show the class the example. Students then listen to the rest and decide which of the two characters is speaking. They trace around the correct picture.

Audio script page T100

- **Note:** Numbers in this unit are for your reference only. Numbers 1–6 are taught in Unit 1 and 7–10 in Unit 4.
- Point to each pair of pictures. Ask *Who is it?* Students point to the picture that they traced and say the name.

Key: 2 Gina, 3 Mike, 4 Polly

Extension activity

Aim: to practise greetings and introductions

- Explain the game in L1. Students stand up. They ask you *What's your name?* Reply *I'm (student's name – adding the surname if necessary)*. This student quickly sits down.
- Continue until all the students are sitting down.

Ending the lesson

Aim: to practise language from the lesson

- Move the furniture into the centre of the classroom if practical. Stick the flashcards around the room.
- The students ask *What's your name?* Say *I'm (Leo the lion)*. Everyone runs to the correct flashcard.
- If movement around the room is difficult, students can stand and point to the correct flashcard instead.

Aims: to present and practise colours

New language: *purple*

Recycled language: animals, numbers 1–6, *red, blue, green, orange, yellow*

Materials: CD 1, flashcards (colours 1), *Hello Unit* mini cards: AB page 100 and scissors (optional), coloured pencils or crayons, coloured soft toys (optional)

Language competences: Your students will be able to use colours confidently.

Warm-up

Aim: to present colours

- Ask students their favourite colours in L1.
- If your class have had any previous contact with English, elicit any colours that they remember.
- Use the flashcards, items in the classroom (e.g. students' bags) or coloured soft toys to review red, blue, green, orange and yellow. Hold each item up. Say the colour. Students repeat.
- Hold each item up again. Students say the colour without your prompt. Say Yes, it's (red). Present *purple* in the same way.

Presentation



PB p7 Listen and say the numbers and the colours. Trace.

Aim: to present colours

- to review and trace the numbers 1–6
- Ask students about the picture in L1. Make sure that they know that the picture is of an artist's palette (where a painter keeps his/her colours).
- Play the CD. Students point to the colours.
red... blue... green... orange... purple... yellow
- Say the colours in a different order. Students point.

- Play the CD again and pause for students to repeat each colour.
- In L1 explain that the children are going to practise some numbers and that you will call out a colour and they will tell you the number on it. For instance, you say *Orange*? And a student answers *Four*!
- Practise this several times and then ask students to work in pairs and do the same.
- Finally, ask students to trace over the numbers in their books with their pencils.

Audio script page T100

Practice



AB p7 Say the words. Colour the circles.

Aim: to create a record of learning.

- Point to the colours on AB page 7 and elicit the words from the students.
- Ask the students to colour in the circles if they can say each colour on their own.
- Circulate and help as necessary. Ask individual children to say the words.

Extension activity

Aim: to practise colours

- Students cut out the *Hello Unit* mini cards.
- In pairs, students spread out one set of cards face up, showing the colours. Students take turns to point to the colours and say them.
- One student closes his/her eyes. The other student takes a card away or turns it over. The first student opens his/her eyes and says the missing colour (e.g. *green*).
- Students swap over and repeat the game.

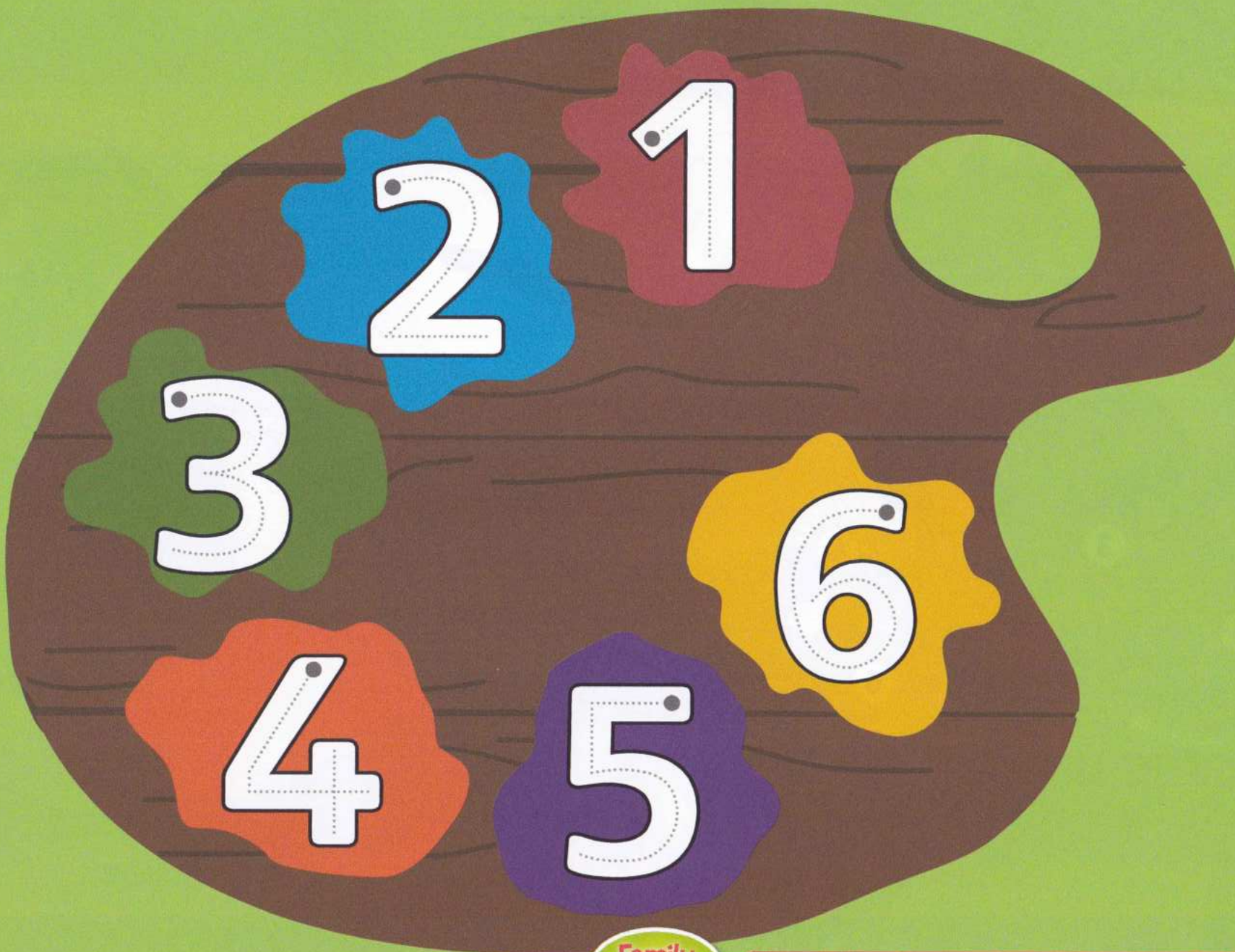
Ending the lesson

Aim: to practise colours

- Say the colours from PB Activity 1 'Listen and sing' rhythmically, like a chant.
- Students repeat.
- Say the chant faster and faster with the class.



Listen and say the numbers and colours. Trace.

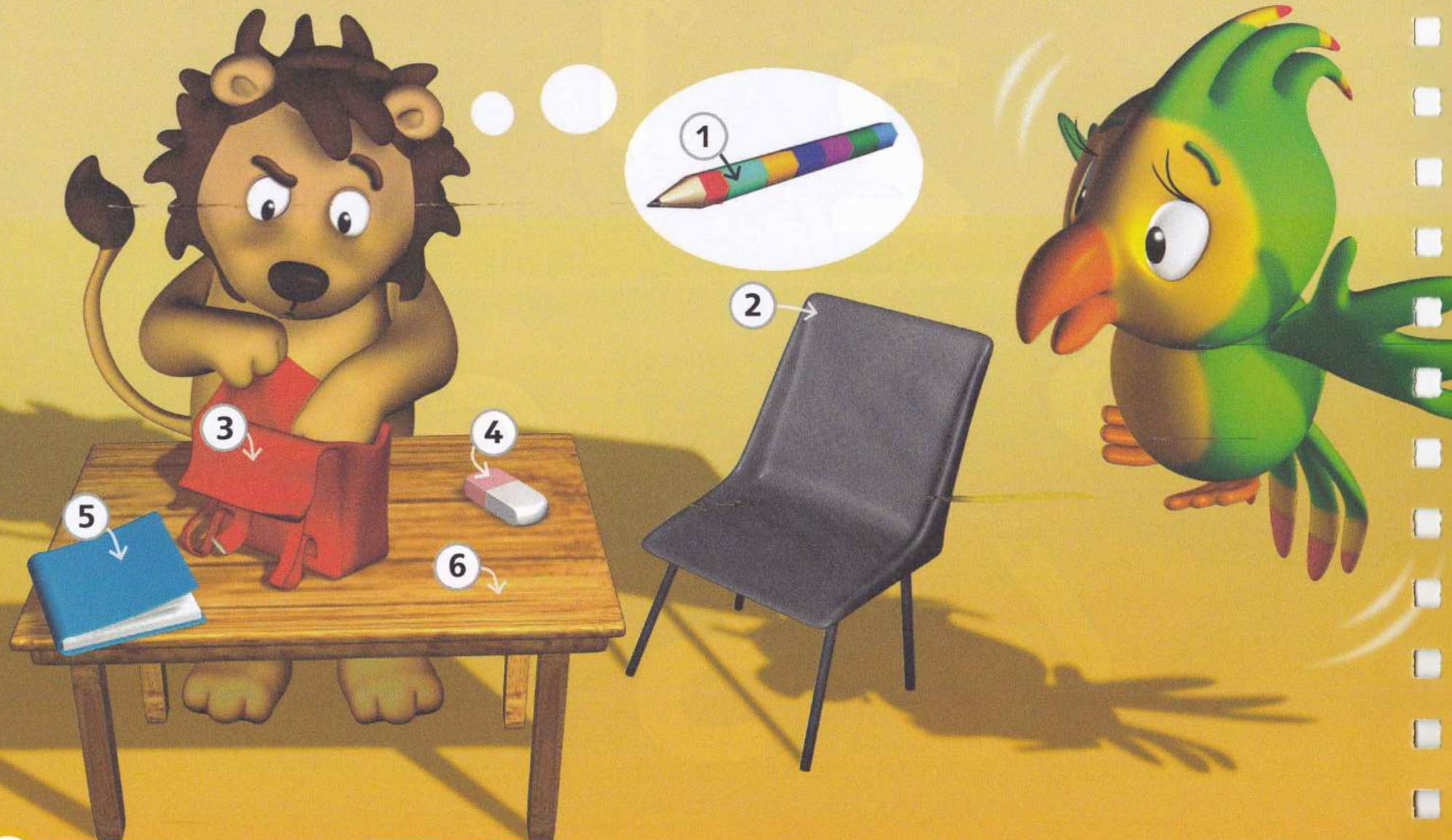


1

My classroom

1 CD1
07

Listen and point. Say the words.



8

1 pencil 2 chair 3 bag 4 rubber 5 book 6 desk

MELAI LANGUAGE INSTITUTE

Chant → page 80

Aims: to present and practise classroom objects, to say a chant with the class

New language: *pencil, chair, bag, rubber, book, desk, Oh no! What's the matter? my, all, in, on*

Recycled language: colours

Materials: CD 1, flashcards (colours 1), coloured pencils or crayons, Unit 1 classroom object mini cards: AB page 100 and scissors (optional)

Language competences: Your students will be able to name classroom objects.

Your students will be able to join in with a chant.

Warm-up

Aim: to review colours

- Show the flashcards to review colours.
- Say *Show me something (red)*. Clap three times. Students hold up an object of the correct colour.

Presentation



1 PB p8 Listen and point. Say the words.

Aim: to present classroom objects

- Play the first part of the audio. Students say what's happening in L1 (Leo is looking for his pencil).
- Play the rest of the audio. Hold up your book and show students how to point to the numbered items.
- Play the CD again. Students point and repeat.

Audio script page T100



1 PB p80 Listen and chant.

Aim: to practise classroom objects and say a chant

- Play the chant. Hold up your book and encourage students to point to the pictures.
- Play the chant again for students to join in.
- **Note:** The prepositions *in* and *on* are not core language until Unit 5.

Audio script page T100

Practice



1 AB p8 Find and circle.

Aim: to encourage students to pay attention to details in a picture

- Use L1 to ask students to name the key vocabulary items in the picture. Hold up your book and make a circling motion around it. Ask students to circle each of the key items (pencil, chair, bag, rubber, book, desk).

Key: As well as the desk and the chair in the picture, Polly has a book, Gina has a pencil on her head, there's a bag on the door behind Mike and Leo has a rubber in his paw.

1

Extension activity

Aim: to review classroom objects and colours

- Students cut out the Unit 1 classroom object mini cards.
- In pairs, students play 'Pairs'. They shuffle together two sets of mini cards and spread them out face down on the desk.
- The object of the game is to collect pairs of cards.
- Student 1 turns over two cards and says, e.g. *Pencil ... bag*. If they are not a pair, Student 1 turns them back over and it is Student 2's turn.
- If a student finds a pair of cards (e.g. two pencils) he/she says *Pencil ... pencil!* and picks up the cards. He/she then has another turn.
- The winner is the student with the most pairs of cards at the end of the game.

Ending the lesson

Aim: to review classroom objects and colours

- Say a classroom object. Students hold up the correct object of their own and say *My (pencil)*.
- Where the colour is known, ask individual students *What colour is it?* Repeat for other items.

Aims: to present and practise the numbers 7, 8, 9 and 10, to review and practise the numbers 1–6

New language: *seven, eight, nine, ten*

Recycled language: numbers 1–6, *bag, book, pencil, table, red, blue, green, yellow, orange*

Thinking skills: counting and paying attention to visual details

Materials: CD 1, flashcards (numbers 1–10), the puppet (Polly)

Language competences: Your students will be able to recognise and say the numbers 7–10. Your students will be able to count from 1–10 and answer the question *How many?*

Warm-up

Aim: to review the numbers 1–6

- Write the numbers 1–6 on the board and point to them in order for the students to say the numbers. Then repeat the activity with the numbers out of order.
- Rub out one of the numbers and replace it with a line or circle and ask the students to tell you which number is missing. Then ask them to count from 1–6 in order. Keep repeating the process so that all the numbers have been rubbed out.
- Give out the number flashcards to six students and ask them to stand in the correct order.

Presentation



PB p9 Listen and say the numbers. Trace.

Aim: to present the numbers 7–10, to develop pencil control

- Ask the children to look at the bags and ask what colours they are.
- Play the CD and use Polly to demonstrate how to listen and point to the numbers. Ask the students to listen and point.

- Say the numbers in a different order and ask students to point to them again.
- Count the bags together, demonstrating how to cross out each one as you count.
- Show the children how to trace around number 7 and invite them to trace all the numbers.

Audio script page T100

Practice



Look and count. Circle the numbers.

Thinking skills: counting and paying attention to visual details

Aim: to practice numbers 1–10

- Point to each classroom object icon in the grid at the top of the page and ask students what each icon is.
- Then ask the students what colour each of the items are.
- Now tell the students to look at the big image and tell them that they are going to count each object and circle the correct number in the grid. Do the first one together by holding up your book and marking all the orange books with your pencil and then circle the number 9 in the grid.
- Students count the other objects and circle the correct numbers.
- To check answers, ask *How many (books)? (Nine).*

Key: 9 books, 10 pencils, 7 bags, 8 tables

Extension activity

Aim: to practise numbers 1–10

- Teach students a counting rhyme (or song if you know the tune of *Ten green bottles*):
*Ten green teddies, sitting on a wall.
Ten green teddies, sitting on a wall.
If one green teddy should accidentally fall,
There are nine green teddies, sitting on the wall.*
- *Nine green teddies, etc.*
- Draw a picture of ten teddies on the board, erasing them as you sing. Students can join in with lines 1, 2, and 4 of each verse.

Ending the lesson

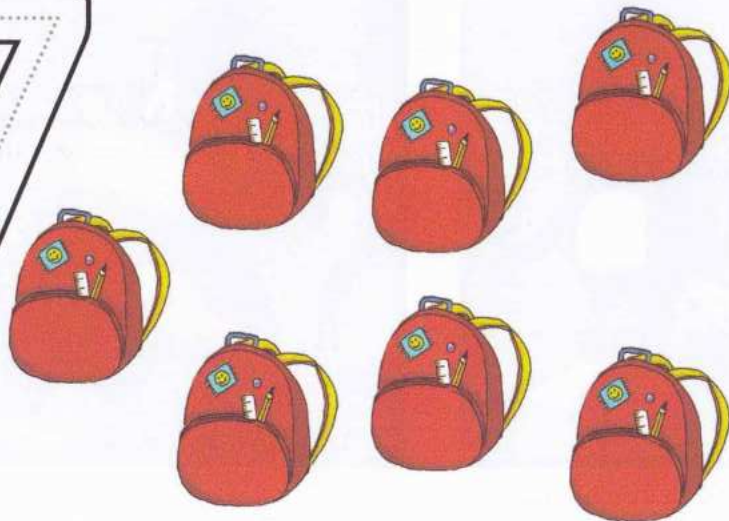
Aim: to practise numbers and counting

- Count with the class from 1 to 10 and 10 to 1.
- Invite volunteers to count from 1 to 10 and 10 to 1.
- Write numbers 1–10 randomly on the board (or use the flashcards). Students close their eyes. Erase a number (or remove a flashcard). Students tell you which one is missing. Repeat.

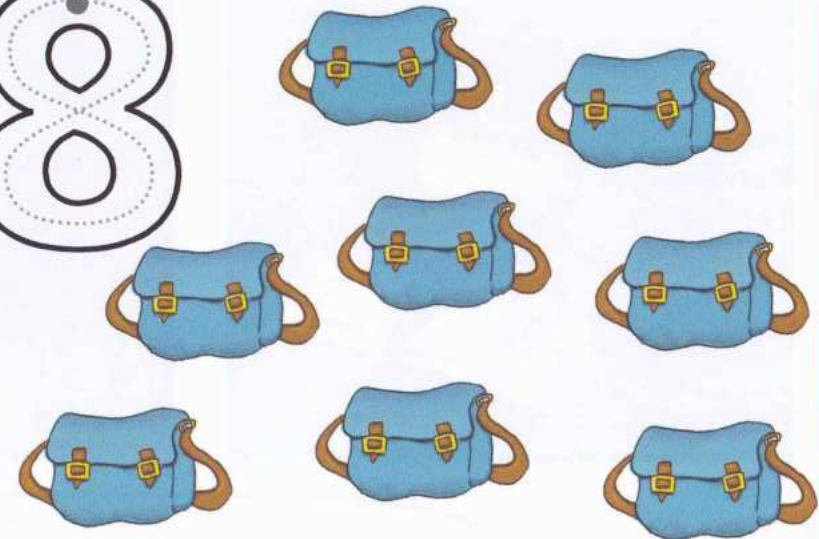
2 CD1 09

Listen and say the numbers. Trace.

7



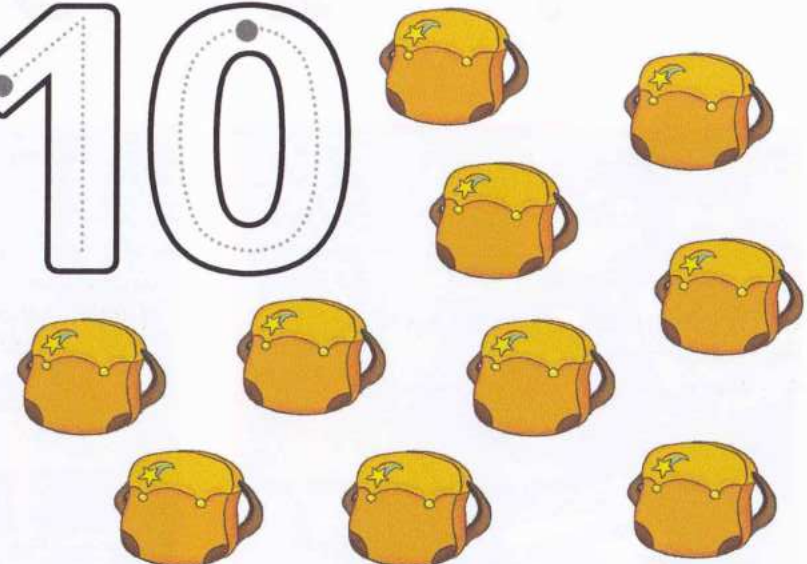
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9



10

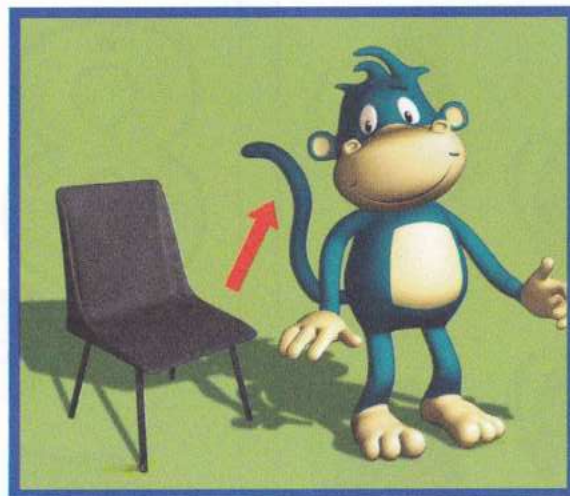


Family fun!

seven, eight, nine, ten



Listen and act. Listen and match.



1

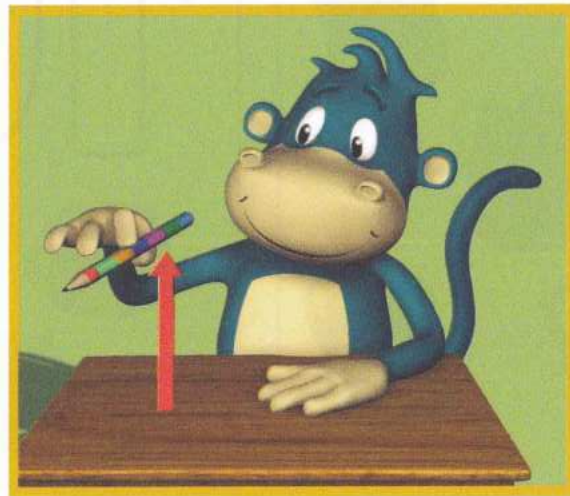
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6



Aims: to present and practise classroom instructions, to review classroom objects

New language: *Stand up, Sit down, Open/Close (your book), Pick up your (pencil), Put your bag on your (desk)*

Recycled language: classroom objects, colours

Materials: CD 1, flashcards (classroom objects), coloured pencils or crayons, the puppet (Polly)

Language competences: Your students will be able to follow (and give) classroom instructions.

Warm-up

Aim: to review classroom objects

- Use the flashcards to review the classroom objects.
- Play the chant from PB page 10 (CD 1 Track 10). Students hold up the correct classroom objects when they are mentioned or mime putting them in the appropriate places.



PB p10 Listen and act.

Aim: to present classroom instructions

- With books closed, play the audio and show the class a clear mime for each action. You can use Polly to mime the instructions. Play the audio again and encourage the students to join in when they can.
- As the students begin to show better understanding of the instructions, you can say them in a different order and see if they can mime them.

Audio script page T100



PB p10 Listen and match.

Aim: to practise listening to details

- Ask the students to turn to PB page 10 and look at the pictures and numbers together. Say *Listen and match*. Play the first line of audio and demonstrate drawing a line from the big number 1 to the picture showing standing up. Run your finger around the frame and say *Number 1 is blue*.
- Play the rest of the audio. Students draw lines from the other numbers to the correct pictures.
- Check the answers by saying a number and asking *What colour?* or by asking students to mime the action.

Key: 1 blue, 2 red, 3 orange, 4 green, 5 yellow, 6 purple

- Invite a volunteer to come to the front and give instructions to the class. Repeat with other volunteers.

Audio script page T100



AB p10 Listen and circle.

Aim: to practise listening carefully to instructions

- Students listen and circle the correct pictures.

Key: 2 pencil, 3 sit down, 4 stand up, 5 book, 6 bag

Audio script page T100

Extension activity

Aims: to review and extend classroom instructions

- Give variations on the classroom instructions, e.g. *Pick up your bag. Put your rubber on your chair. Put your book in your bag*. Repeat each instruction slowly to give everyone a chance to work it out.
- Once students have got the idea, you can speed up the activity.

Ending the lesson

Aim: to practise listening and following instructions

- Explain in L1 that students should only do an action if you say *Simon says* first.
- Say instructions from the lesson, sometimes saying *Simon says* first, sometimes not.
- Students who follow the instructions when you haven't said *Simon says* are 'out' (or they can lose one of three 'lives', if you prefer).

Aims: to review classroom instructions, to present and practise colours with nouns, to sing a song with the class

New language: (red) (rubber), classroom, Here's ..., pencil case, today

Recycled language: rubber, pencil, colours, in, the, my

Materials: CD 1, flashcards (classroom objects), coloured pencils or crayons

Language competences: Your students will be able to join in with a song.
Your students will begin to combine colours with nouns.

Warm-up

Aim: to review colours and classroom objects

- Stick a classroom object flashcard on the board and say *This is my (book). What colour is it? (Blue).*
- Repeat with the other items. Give students time to look at the flashcards and then turn them face down on the board.
- Point to the back of one of the flashcards and ask a student to tell you the object and colour, e.g. *Book. Blue.* Say *Yes! It's my (book). It's (blue).* Repeat with the other flashcards.

Presentation



PB p11 Listen and sing.

Aim: to review classroom objects and sing a song

- Ask students what they can see in the pictures (*rubber, pencil*) and what colour they are (*red, blue*).
- Play the song. Students point to the pictures.

- Say *Pencil case?* and gesture that students should find the object. Ask a volunteer to show the class a pencil case. Practise pronunciation. Use gesture to reinforce the meaning of *classroom* and practise pronunciation.
- Play the song again. Students hold up their rubber and their pencil at the appropriate points in the song and mime putting them in their pencil case and zipping it up.
- Play the song again, pausing to teach each line.
- Use the karaoke version (see Extension activity).

Audio script page T100

Practice



AB p11 Listen again. Draw and colour.

Aim: to practise listening for details

- Play the song. Students draw and colour the items according to the song lyrics.
- Play the song again for students to join in, using the pictures that they have completed as prompts.

Key: a red rubber in the hand,
a red rubber going into the pencil case,
a blue pencil in the hand,
a blue pencil going into the pencil case,
a red rubber and a blue pencil in the pencil case

Audio script page T100

Extension activity

Aim: to practise language from the lesson

- Hold up two books of different colours and say for each one *Here's my book. My (colour) book.*
- Put the books in your bag, saying or singing adapted lyrics of the song (CD 1, Track 14) *In the classroom, etc. Here's my book. My (colour) book. In my bag.*
- Say or sing the song about your books again. Encourage students to join in.

Ending the lesson

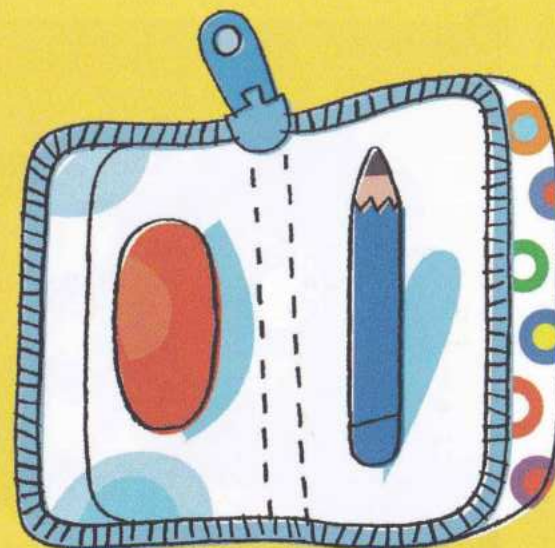
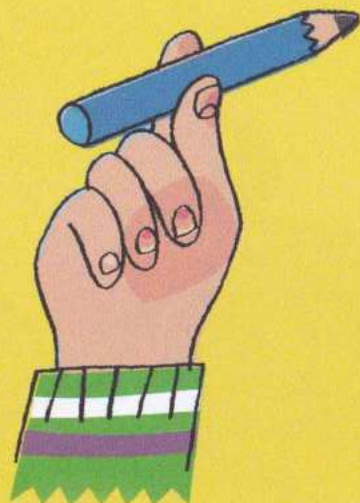
Aim: to practise talking about the colour of objects

- Tell students to take out their coloured pencils or crayons and put them on their desks.
- Give instructions, e.g. *Pick up a red pencil. Put your pencil on your desk. Put your pencil in your pencil case.*

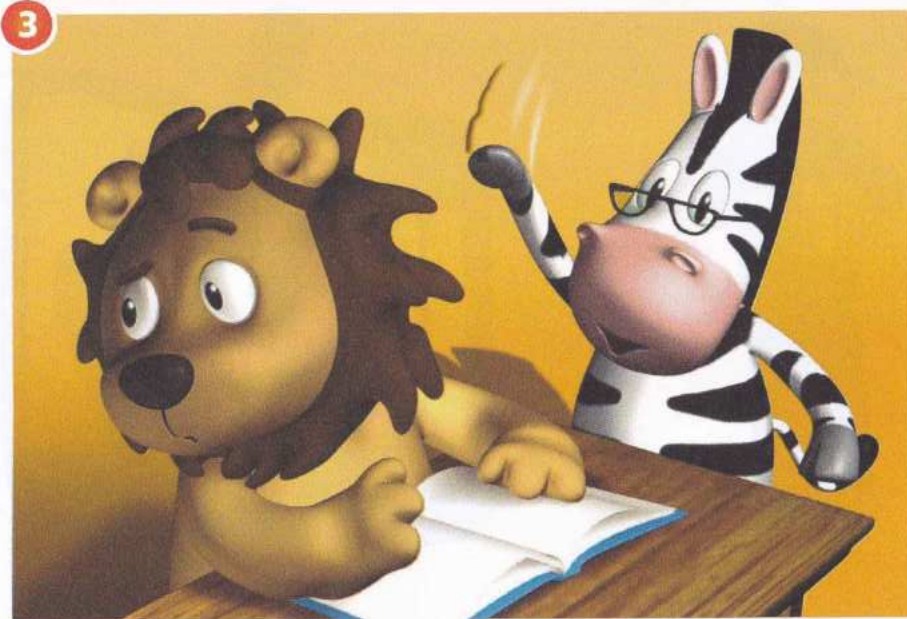
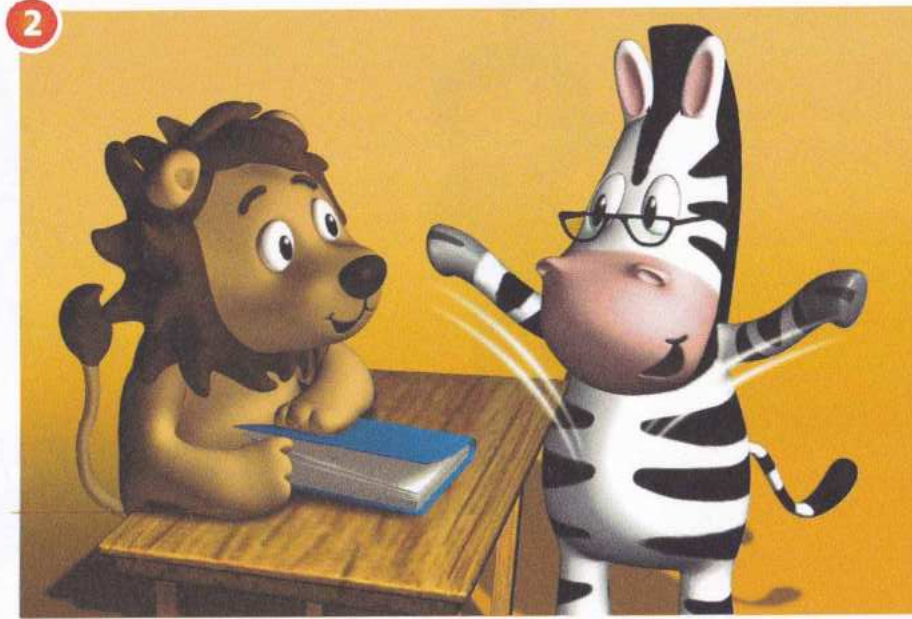


Listen and sing.

1



The pencil



Aims: to present a picture story, to review language from the unit

Skills: listening and following a picture story

New language: *please, books, Draw a (bag), Where's ...? there, Don't worry, Wow! very much*

Recycled language: classroom objects, numbers 1–6, *sit down, open, my, look, your, Oh no! here's, thank you, yes*

Thinking skills: counting and paying attention to visual details

Materials: CD 1, flashcards (characters), props for acting out the story (optional): character masks (Leo, Polly, Mike), home-made zebra hat/mask or an old pair of glasses

Language competences: Your students will be able to listen and follow a picture story.

Warm-up

Aim: to review story characters and story context

- Show each of the character flashcards and ask *Who's this?* Students say *(Leo) the (lion)*.
- Show the first picture on PB page 12 and help the students to find it. Ask *Who's in the classroom?* *(Leo, Polly)*. Explain in L1 that Leo's looking for his ... and elicit the key word in English *(pencil)*.
- Explain in L1 that students are going to listen to a story about what happened to Leo later in the same class and help them turn to pages 12–13.

Presentation



PB p12–13 Story: The pencil

Aim: to listen and follow a picture story

- Point to the characters in the first picture on PB page 12 and ask *Who's this?* Ask in L1 where Leo and Polly are (students may remember the phrase *in the classroom* from the song).
- Point to the new character and ask *Who's this?* Students tell you in L1 that it's Leo and Polly's teacher, a zebra. Ask *Where's the pencil? On the ... (chair)*. Ask students to name other items in the picture *(chair, desk, rubber)*.

- Play the CD. Students follow in their books.
- Play the story again, stopping after each picture. Students explain in L1 what's happening.

Audio script page T100

Practice

5

Think!

AB p12 Look at the story. Count, match and trace the numbers.

Thinking skills: counting and paying attention to visual details

- Count aloud from 1 to 6 with the class. Draw the numbers on the board for individual students to say.
- Look at the six objects on the AB page and elicit what each one is.
- Point to the first picture and explain in L1 that the students have to look back at the story and count how many times they see a pencil (the same one or a different one). Count all the pencils in the pictures together and then ask them to trace the example match line with their pencils. **Note:** two students can share a Pupil's Book between them if there isn't enough space to have both Pupil and Activity Books open at the same time.
- Tell the students to repeat the counting activity for the other five objects.

- Check the answers by asking *How many (pencils)?*
- Students can then trace over each number.

Key: 6 pencils, 2 rubbers, 3 books, 5 desks, 1 bag, 4 chairs

Extension activity

Aim: to reinforce understanding of the story

- Invite four volunteers to the front. Students act out the story along with the audio and with your help, using the character masks and other available props (see 'Materials').
- Encourage students to use key language from the story. Encourage the student who is playing the teacher to act like a teacher.
- Invite other students to come to the front and act.

Ending the lesson

Aim: to practise new language from the story

- Choose a student and say *A pencil, please*. Encourage the student to say *Here's a pencil* and then say *Thank you (very much)*.
- Practise this exchange with four or five different students.

Aims: to talk about the meaning of a story, to review language from the unit

Recycled language: language from the story, numbers 1–6

Thinking skills: interpreting the values in a story

Materials: CD 1, Unit 1 stickers, scissors, coloured pencils or crayons

Language competences: Your students will be able to interpret the deeper meaning of a story.

Your students will be able to offer things and say *Thank you*.

Warm-up

Aim: to review classroom objects

- Play a memory game with the classroom object flashcards by sticking them on the board and eliciting the names of the objects. Tell your students to look at the cards and try to remember them. Then turn over the flashcards so the students can't see them. Invite individual students to try to recall the objects in the correct order of the flashcards.

Practice



PB p12–13 Story: The pencil

Sticker and story values

Aim: to review the story

- Ask the students to tell you in L1 what they remember about the story on PB pages 12 and 13.
- Play the story again (CD 1 Track 16), pausing to talk about each picture, e.g.:
 - 1 Leo, Polly and the teacher are in the ... (classroom).
 - 2 The teacher says 'Open your ... (books)'.
 - 3 The teacher says 'Draw a ... (bag)'.
 - 4 Leo says 'Where's my ... (pencil)'?
 - 5 Polly says 'The pencil is on the ... (chair)'.
 - 6 Leo says ... '(Oh no!)'
 - 7 Mike says 'Here's a ... (pencil)'.
 - 8 Leo and the teacher say ... '(Thank you, Mike!)'

Aim: to think about the meaning of the story: lending

- Play the story again (CD 1 Track 16), pausing to ask in L1 how Leo feels (e.g. after pictures 3, 6 and 7). Ask why Leo is happy and why Leo and the teacher say *Thank you*.
- Discuss with the class in L1 that Mike is being kind by lending Leo his pencil.
- Ask students for examples of when they have lent something to someone.
- Hold up your book and point to the last frame and say *Let's look for a sticker*. Help students find the Unit 1 story sticker at the back of the book and ask them to peel off the sticker. Tell them to turn back to page 13 and then say *Stick*.
- Elicit from the students, in L1, what the sticker shows (Leo and the teacher saying thank you to Mike for lending his pencil to Leo).

Audio script page T100



AB p13 Complete the faces with ☺ or ☹.

Thinking skills: interpreting the values in a story

- Tell the children to find page 13 in the Activity Book. Say *Look at the pictures and think. Which is right?* Point to the faces and explain in L1 that if they think the boy in the first picture is unhappy, they draw a sad face. Elicit that the boy in the second picture is lending the other boy a car. The children draw a happy face for the second picture. Circulate and check.

Extension activity

Aim: to review objects and numbers

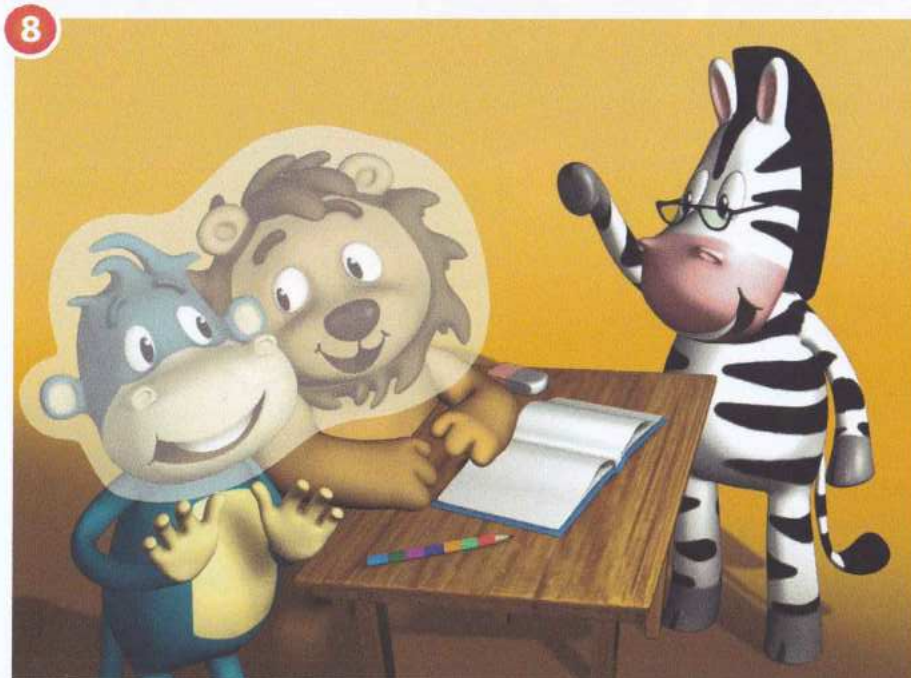
- Hold up between 1 and 6 classroom objects. Ask *How many (pencils)? (Five)*. Repeat with other objects.
- Students repeat the activity in pairs, but without asking the question, e.g. Student 1 shows two rubbers. Student 2 says *Two*.

Ending the lesson

Aim: to role play sharing and practise new language from the story

- Mime looking for a book. Say *Oh no! Where's my book?* Gesture that you would like to borrow a book from one of the students. When the student hands you the book, say *Wow! Thank you very much!*
- Students carry out the role play in pairs:
Student 1: *Oh no! Where's my ...?*
Student 2: *Don't worry. Here's a ...*
Student 1: *Wow! Thank you (very much)!*
- Students swap roles to practise all the phrases.
- Students then change partners and repeat the activity. Circulate and encourage their use of English.

Note: For the next lesson, students need to have a photo or drawing of themselves and things that are important to them (e.g. a pet, a favourite toy, their family). Check that parents/ carers are happy for the photos to be made into a collage.



Actions at school

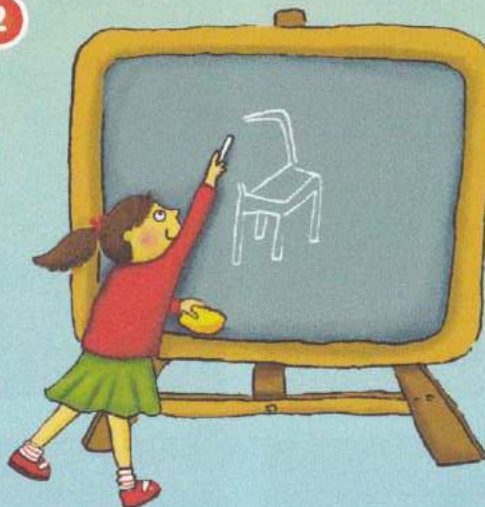
6 CD1
17

Listen and say the words. Play the mime game.

1



2



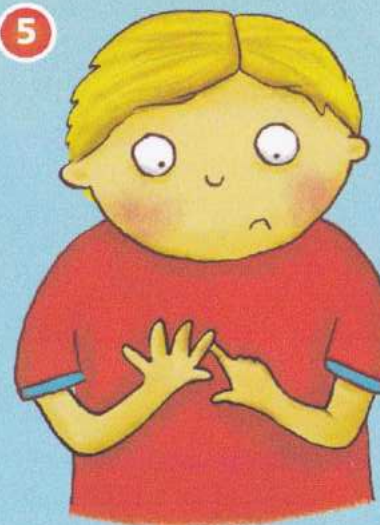
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4



5



Aims: to integrate other areas of the curriculum through English: School

New language: *singing, drawing, reading, writing, counting*

Recycled language: classroom instructions, numbers 1–6

Materials: CD 1, coloured pencils or crayons

Language competences: Your students will learn specific language to be able to talk about school in English.

Warm-up

Aim: to review classroom instructions

- Review classroom instructions by asking students to do or mime actions (*Open your book. Stand up. Draw*, etc.).
- Give instructions quietly so that students have to listen carefully. Then mouth the instructions without speaking, so that students have to watch carefully.

Presentation



6 **CD 1** **PB p14** Listen and say the words.
Play the mime game

Aim: to present and practise the words for five classroom actions

- Ask the children to look at PB page 14. Say *Look! Actions! Listen and Point.*
- Play the CD. Students listen and point to the pictures.
- Students listen again and repeat the words.
- Say the words in a different order. Students point to the pictures.

Audio script page T100

Aim: to practise words for classroom actions

- Mime an action from the pictures for students to guess, e.g. *Reading.*
- Repeat with one or two more actions.
- Students play the game in pairs or small groups.



7 **AB p14** Make a collage.

Aim: to work together to produce a collage

- Point to the pictures on AB page 14 and explain that they are going to make a collage of themselves and what they like doing.
- Students stick the photos or pictures that they have brought onto a piece of paper.
- Mount their pieces of paper onto a large sheet of card or display board.
- Ask students about the photos/drawings of other students, using *Who's this?* Ask about known colours in the other pictures. Practise numbers by counting similar items (if relevant, e.g. pets) in English up to 6.
- Students explain in L1 why they chose their items.

Extension activity

Aim: to review and extend words for actions

- Encourage students to apply *-ing* to other verbs that they know by miming different actions. Ask *What am I doing?* after each mime (students say e.g. *Sitting, Standing, Opening, Closing, Putting, Picking up*).

Ending the lesson

Aim: to practise for classroom actions

- Draw simple pictures on the board of things needed for writing, drawing, etc. Draw slowly, line by line, and tell students in L1 to guess which action the item is used for. Try not to draw the most obvious part of each item first, so each picture is a genuine observation puzzle.
Possible items to draw:
a microphone (singing – draw the electrical lead first), a crayon (drawing), a computer keyboard (writing), a newspaper/magazine (reading), a hand with four fingers held up (counting).
- To make the activity competitive, the class can have three 'lives' to guess each picture. If they guess incorrectly three times, you win.

Aims: to review the language from the unit, to encourage children to reflect on their learning

Recycled language: classroom actions

Thinking skills: categorising objects with actions

Materials: coloured pencils or crayons

Language competences: Your students will be able to talk about school in English.

Warm-up

Aim: to review words for classroom actions

- Say one of the actions from the previous lesson e.g. *Reading*. Students do the action. Repeat with other actions, speaking more and more quickly until students are interpreting the words and changing between mimes as fast as they can.
- Do the actions yourself. Students say the word.

Practice

7 **Think!** **PB p15** Think and colour.

Thinking skills: categorising objects with actions

- Point to the photos at the top of the page and ask in L1 what students can see (*desk, book, chair, elephant*).
- Point to the first photo and ask *What's he doing? Counting? Singing? (Reading)*. Run your finger around the frame and ask *What colour is it? (Blue)*. Say *That's right. Reading. Blue*.
- Do the same with the second photo, e.g. *What's she doing? Counting?...etc. (Drawing)*. Say *That's right. Drawing*.
- Point to photo 1 and ask *Reading or drawing?* Point to the frame and ask *What colour? Blue or red?*
- Students colour the frames of the rest of the photos, blue for reading or red for drawing.

Key: 1 blue, 2 red, 3 red, 4 blue, 5 red, 6 blue

8 **AB p15** Say the words. Colour the circles.

Aim: to create a record of learning

- Point to the pictures on AB page 15. The students say the words together.
- The children colour the circles if they can say the words on their own.
- Circulate and help as necessary. Ask individual children to say the words.

Extension activity

Aim: to review words for classroom actions and instructions

- Explain in L1 that if you do the right action, students should clap once. If you do the wrong action, they stay silent. (You could introduce *Yes* or *No* instead if you prefer.)
- Do a mime for one of the classroom instructions or actions from the unit, e.g. sitting on a chair, but say a different action, e.g. *Stand up*. Students stay silent or say *No*.
- Do the mime again and say the correct word. This time students clap or say *Yes*.
- Repeat with more actions, sometimes saying the correct word or instruction and sometimes making deliberate mistakes. You could use mimes for these words and sentences: *Singing, Reading, Writing, Counting, Drawing, Stand up, Sit down, Pick up your (pencil), Open/Close your book, Put your (rubber) in your (pencil case), Put your (pencil) on your (desk)*.

Ending the lesson

Aim: to review words for classroom actions

- Line the students up ready to leave the class (or if they are staying in class for the next lesson, ask them to stand up).
- Ask each student to do an action in order to leave the class (or in order to sit down), e.g. say *Reading*. The student mimes reading. Say *Yes, reading!*
You can go/Sit down.

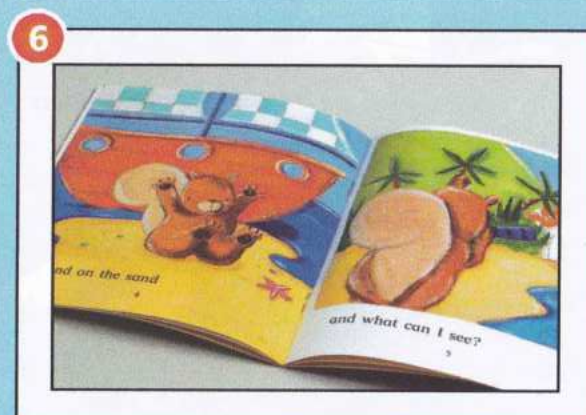
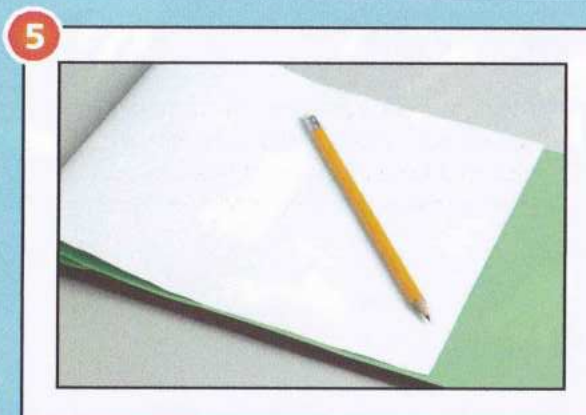
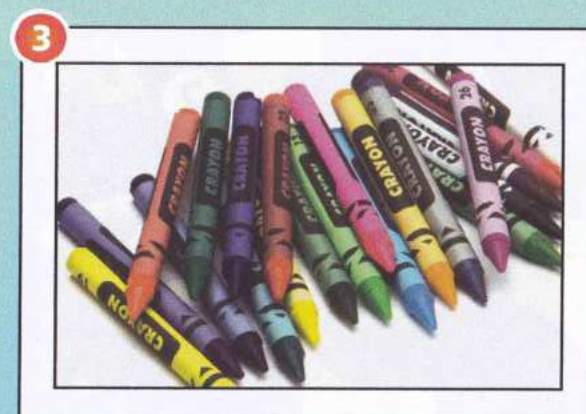
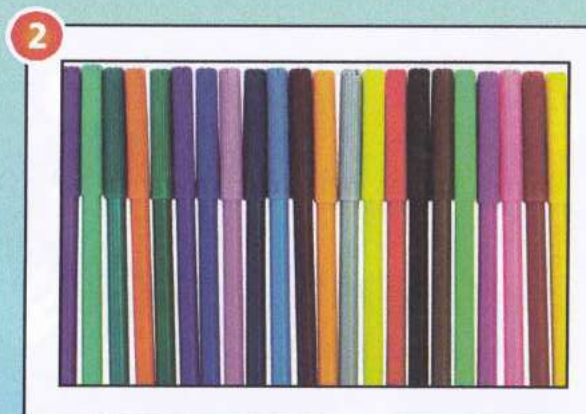
Phonics

- See page T86 for Unit 1 Phonics.

Review

- See page T95 for Review *Hello!* Unit and Review Unit 1.

7 Think! Think and colour.



2

My family

1 CD1
20

Listen and point. Say the words.



Aims: to present and practise family members, to say a chant with the class

New language: *grandpa, grandma, mum, dad, sister, brother, Let's go, Come on, me, Here are the girls/the boys, family*

Recycled language: numbers 1–6, classroom instructions, *my, and, in*

Materials: CD 1, flashcards (family), Unit 2 mini cards: AB page 96 and scissors (optional)

Language competences: Your students will be able to name family members. Your students will be able to join in with a chant.

Warm-up

Aim: to review classroom instructions

- Divide the class into six teams, numbered 1–6.
- Use the team numbers in random order to give classroom instructions, e.g. 3 *Stand up*. Each team carries out the instruction as quickly as possible.
- Vary the instructions and the team numbers that you call, sometimes repeating combinations, to keep the class alert.

Presentation



PB p16 Listen and point.
Say the words.

Aim: to present family members

- Play the first part of the recording. Point to Mike just going out of the door and ask *Who's this? (Mike)*. Establish in L1 that Mike and his family are getting ready to go out. Tell students in L1 that they are going to learn family words.
- Play the rest of the recording. Students point to the numbered characters.
- Play the CD again. Students repeat.

Audio script page T101



PB p80 Listen and chant.

Aim: to practise family members and say a chant

- Play the chant. Students point to the pictures as they listen.
- Reinforce the meaning of *girl* and *boy* by pointing to girls and boys in the classroom (if possible).
- Play the chant again. Students join in. Point to the people in the pictures as prompts.

Audio script page T101

Practice



AB p16 Circle and say the words.

Aim: to personalise language from the lesson

- **Note:** Be fully aware of students' personal circumstances before doing this activity.
- Point to the first picture on the top row and ask *Who's this? (Grandma)*. Repeat with the rest.
- Say *My grandma* and circle the first picture. Continue for the rest of your family. Pretend, if necessary, that you don't have a sister/brother to demonstrate that you're not circling any sisters/brothers.
- Students circle the pictures to show their family members. If any students have more than eight brothers or sisters, help them to draw in the extra pictures.
- Circulate and ask about individual students' work, e.g. *Who's this? (My grandma, etc.)*.

Extension activity

Aim: to practise family members

- Students cut out the Unit 2 mini cards.
- Say a family word. Students hold up the correct card. Repeat with the other words.
- Students can play the game in pairs.

Ending the lesson

Aim: to review family members

- Put the flashcards in a line in a random order on the board at a height your students can reach.
- Ask in L1 for volunteers to help put them in the right order to match Mike's family on PB page 16.
- The volunteers move one flashcard each with the class calling out the correct family word.

Note: For the next lesson (Presentation), you ideally need family photos (showing, if possible, at least one grandparent, parent and brother/sister).

Aims: to present and practise introducing family members

New language: *This is my (brother)*

Recycled language: family members

Materials: CD 1, flashcards (family), coloured pencils or crayons, photos of your family (optional – see note on page T16)

Language competences: Your students will begin to introduce their family members.

Warm-up

Aim: to review family members

- Stick five of the flashcards on the board in a random order. Point for students to say the words. Ask *Who's missing?* and explain in L1 if necessary. Students call out the missing family word.
- Repeat to review all the family members.

Presentation



PB p17 Listen and colour.
Say the sentences.

Aim: to present introducing the family

- If possible, show students a photo of your family. Say *My family. This is my family.*
- Point to the picture of Mike on PB page 7 and say *Look! Mike and his family.*
- Play the CD. Students listen and point to the correct person (the order is jumbled this time, as students heard the words in the previous lesson).

- Say *Listen again and colour the circles.* Play the first line of the audio again and demonstrate colouring the circle next to the sister on the bottom right of the picture. The students continue with the rest of the activity and you can pause the audio to allow time for them to colour.
- Play the audio again. Students repeat the sentences.

Audio script page T101

Practice



AB p17 Listen and circle.

Aim: to practise listening for detail and identifying family members

- Play the first line of the audio and show students that the girl in the picture is circled in the example.
- Play the rest of the audio. Students listen and circle.
- Check answers by saying *2 This is my ...? (mum).*

Key: 1 sister, 2 mum, 3 grandpa, 4 dad,
5 brother, 6 grandma

Audio script page T101

Extension activity

Aim: to review family members

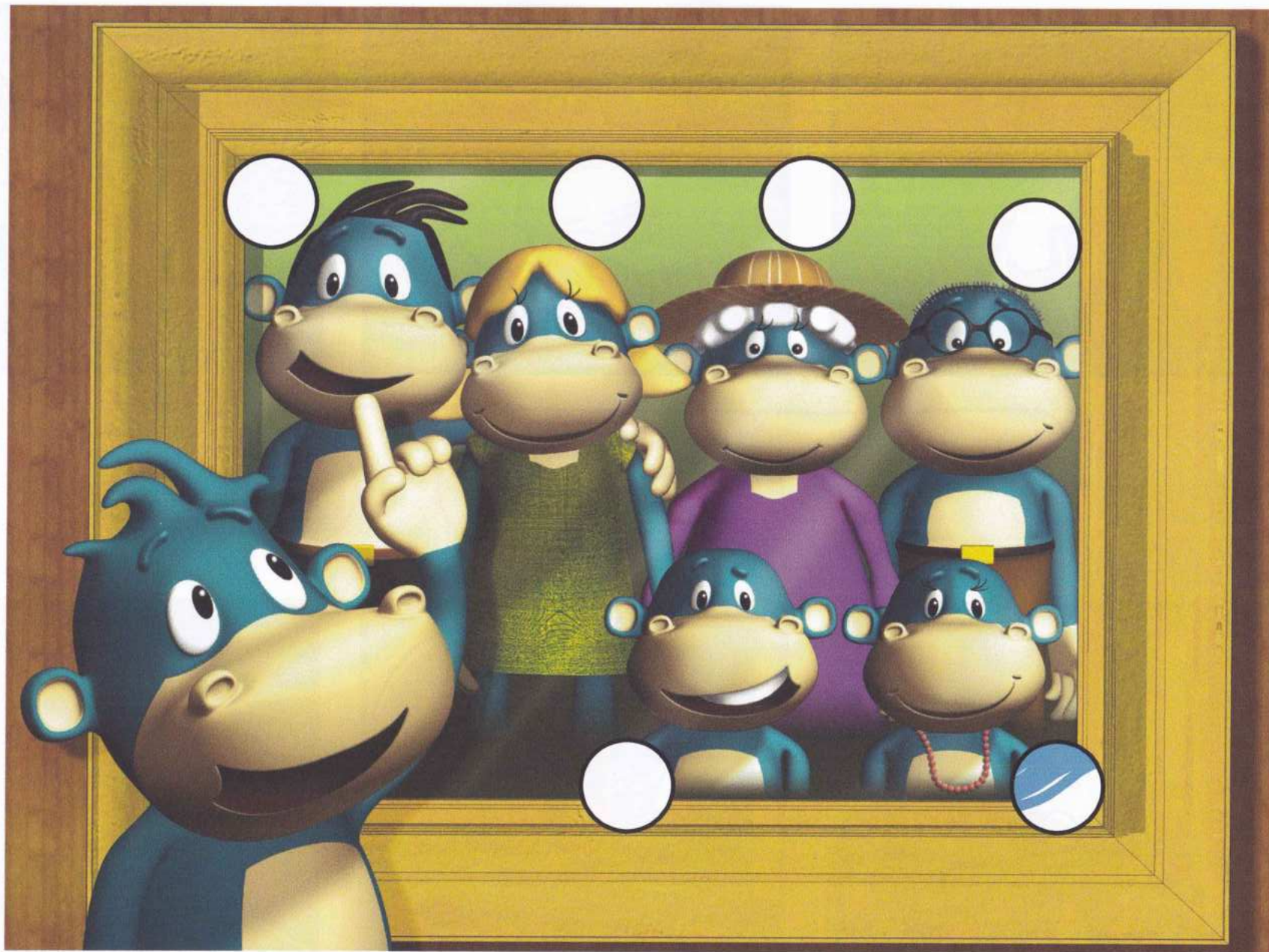
- Ask the children to draw simple pictures of their family.
- Choose a volunteer to show his/her picture and to say the names of his/her family members.
- Draw the student's family on the board as clearly male or female stick people.
- Point to the mum and ask *Who's this?* Students say *Mum.* Say *Yes. It's (name)'s mum. What's her name?* Students say the name. Repeat with other members of the student's family.
- Do the same with two or three more students to work on memory skills with the whole class.

Ending the lesson

Aim: to review language from the lesson

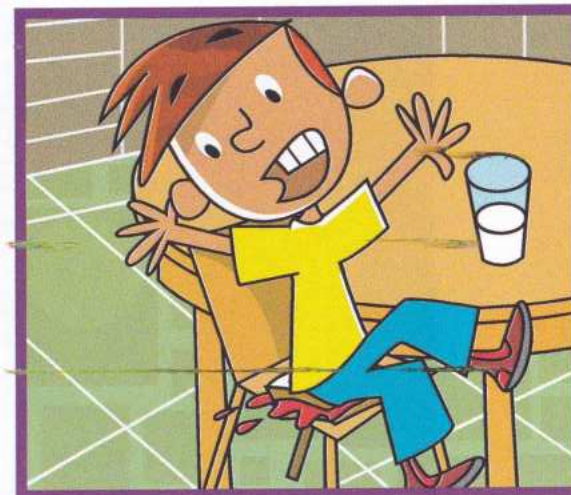
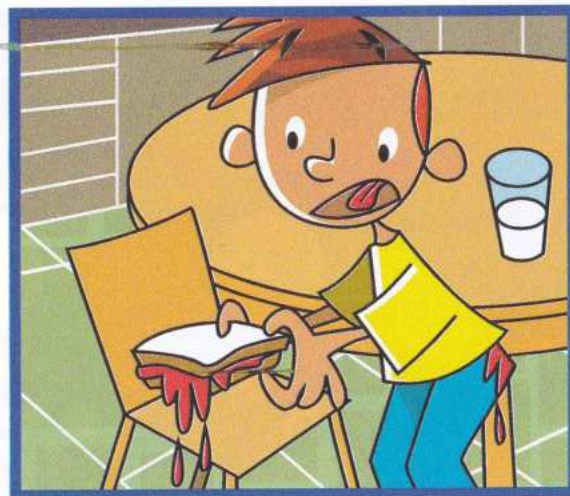
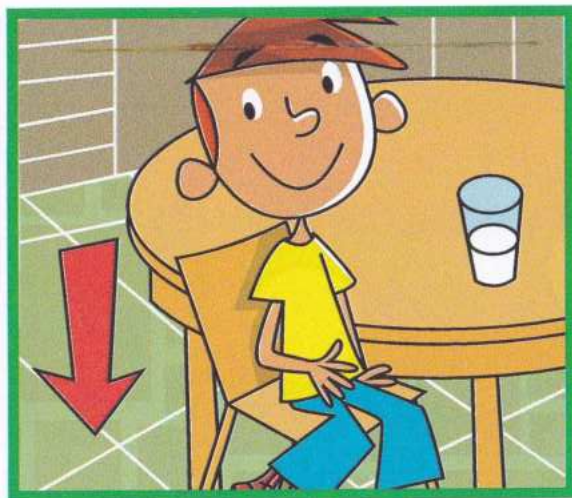
- Draw a simple picture of your family on the board, with at least one set of grandparents, parents and siblings.
- Describe your family to the class, with their names.
- Then see if students can remember the names. Ask *This is my grandpa. What's his name?*

Listen and colour. Say the sentences.





Listen and act. Listen and match.



1

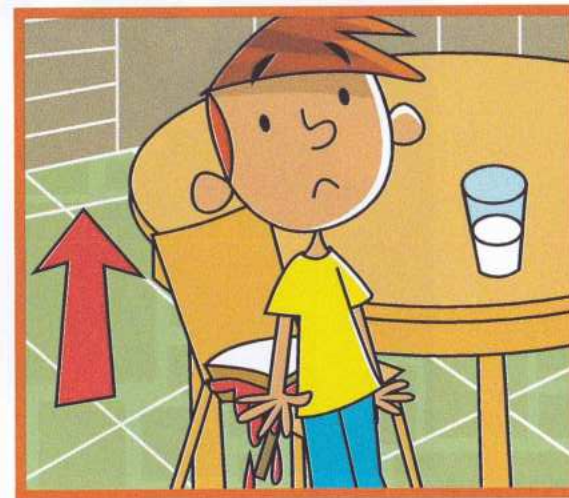
2

3

4

5

6



Aims: to stimulate the students' imagination through listening and acting out, to practise listening and following instructions

New language: *door, to, What's that? It's ..., Yuck!*

Recycled language: *open, the, say, Hello, your, sit down, a, sandwich, family members*

Materials: CD 1, flashcards (family), Unit 2 mini cards: AB page 96 (optional)

Optional: a CD with the music for *Heads, shoulders, knees and toes* (without words)

Language competences: Your students will be able to listen and do actions to demonstrate meaning.

Warm-up

Aim: to review family members and say a chant

- Play the chant from PB page 81 (CD 1 Track 33). Students could hold up the Unit 2 mini cards as each family member is mentioned.
- Play the chant again for students to join in.

Practice

 **CD1 24** **PB p18** Listen and act.

Aim: to practise following instructions

- With books closed, play the recording. Show the class a clear mime for each action, e.g. 1 opening a door, 2 waving and smiling, 3 sitting down, 4 reacting as if you have just sat on something horrible, 5 standing up and looking sad, 6 picking a sandwich up off the chair.
- Play the CD again. This time say *Listen and act!* for students to join in with the mimes. Encourage them to act with emotion.

Audio script page T101

 **CD1 25** **PB p18** Listen and match.

Aim: to practise listening and ordering pictures

- Point for students to say the numbers 1–6.

- Play number 1 and demonstrate drawing a line from the big 1 to the picture of the boy opening the door. Run your finger around the frame and say *Number 1 is purple*.
- Play the rest of the recording. Students draw lines from the other numbers to the correct pictures.
- Check answers by saying a number and asking *What colour?*

Key: 1 red, 2 yellow, 3 green 4 purple, 5 orange, 6 blue

Audio script page T101

 **AB p18** Look and say the family words.

Aim: to review the family words

Thinking skills: associating objects with actions

- Students look first at the big picture to see what everyone is doing. They then decide who needs each of the smaller items at the bottom of the page.
- Check answers by saying the numbers. Students say the family words.
- **Note:** The names of the objects are given for your reference but they are not core language.

Key: 1 (building block) dad and brother 2 (dice) grandpa and brother 3 (headphones) grandma 4 (mouse) mum 5 (pencil sharpener) sister

Extension activity

Aim: to review classroom instructions and to practise *and*

- Hand out the family flashcards to six students at random, without looking who has each card.
- Give instructions to the family members, sometimes just to one and sometimes to two, e.g.: *Grandpa, open your book!*
- When the students with the flashcards have done each action, encourage the class to point to the relevant students, saying *This is my (mum) ...and this is my (dad)*.

Ending the lesson

Aim: to review family members and practice turn taking

- Play a game of *Snap!* with the mini cards from Unit 2 and Unit 1.
- In pairs, students shuffle all their mini cards together and deal them out into two piles.
- The first student turns over a mini card and says the word. The second student then does the same. If this second card matches the first card, the student who turned it over says *Snap!* and picks up both cards. If it doesn't match, the first student turns over another card.
- The game continues until you say *Stop*. The winner is the student with the most cards at the end

Aims: to review talking about families, to sing a song with the class

New language: *Hi, my name's (name), queen, king, we're, royal*

Recycled language: *This is my (mum), the, family*

Materials: CD 1, flashcards (family, characters – optional)

Language competences: Your students will be able to join in with a song.

Warm-up

Aim: to review family members

- Show the family flashcards. Students say the words.
- To make the game competitive, give yourself three 'lives' to guess what's on the flashcard. Count your guesses on the board. If you make more than three guesses, the students win.
- Mix up the cards, choose a card and hold it so that the students can see it, but you can't.
- Guess what's on the card by asking *Is it Grandpa?* Repeat with the other cards.

Presentation



PB p19 Listen and sing.

Aim: to review family members and sing a song

- Point to the pictures and ask in L1 why the people are wearing crowns.
- Play the song. Students point to the pictures.
- Present *Hi* by going up to several students and saying *Hi, (name)!* Explain/ elicit in L1 that it means the same as *Hello*. Elicit the meaning of *queen* and *king* using the pictures.

- Play the song again. Tell students to listen carefully for the names.
- Say *Mum and Dad – Ann and ... (Dan)*. Do the same for *Jill* and *Bill*, *Kim* and *Jim*.
- Say names from the song. The students give the family words.
- Use the karaoke version, asking for volunteers or assigning roles.

Audio script page T101

Practice



AB p19 Point and say the names and the words.

Aim: to practise transferring visual information

- Students point to the characters from the song. They say the name of each character and his/her relationship with the singer.

Key: 1 Kim – grandma, 2 Bill – brother,
3 Ann – mum, 4 Jill – sister, 5 Dan – dad,
6 Jim – grandpa

Extension activity

Aim: to think about rhyme

- Ask the students in L1 if they can think of rhyming names. If they can't think of any names, ask for rhyming words. Give examples if you can.
- Tell the students other rhyming names in English, e.g. *Sam/Pam, Jack/Zak, Emma/Gemma, Pat/Matt, Bob/Rob, Barry/Harry/Larry*. Encourage them to repeat the names.
- Put the character flashcards on the board. Say these names and ask the students to say the rhyming character name: *Molly (Polly), Tina (Gina), Spike (Mike), Rio (Leo)*.

Ending the lesson

Aim: to practise the song and family members

- Play the song again. Students point to the pictures.
- Choose two or three volunteers to point to the characters in the pictures and to say all the family words and names (*mum – Ann, dad – Dan, sister – Jill, brother – Bill, grandma – Kim, grandpa – Jim*).



Listen and sing.

2

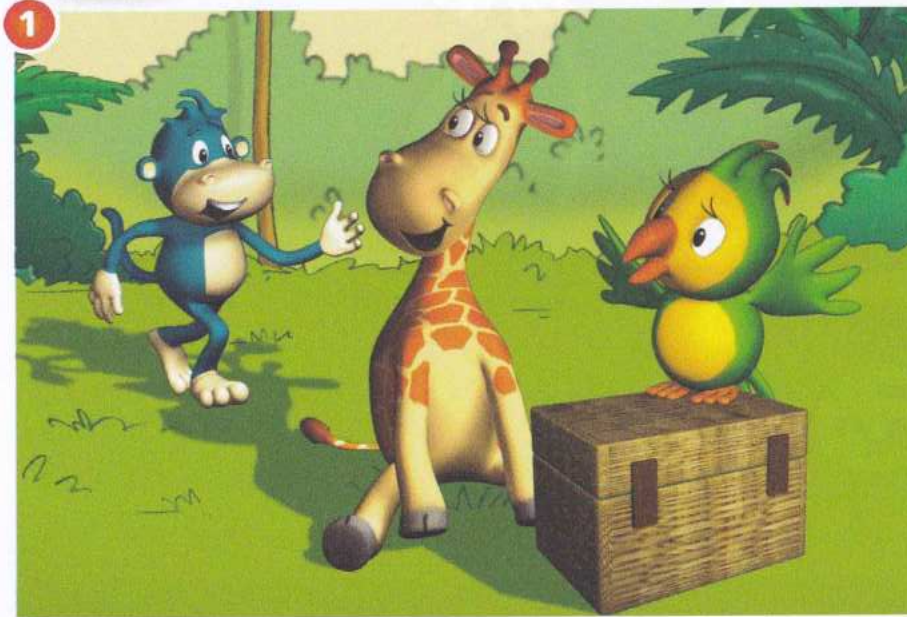


Family
fun!

Singing for pleasure

19

The sandwiches



Aims: to present a picture story, to review language from the unit

New language: *sandwich/sandwiches, for you, Yummy!*

Recycled language: *This is my (brother), family members, Hi, Thank you, and, Oh no! your, wait, here*

Materials: CD 1, coloured pencils or crayons, props for acting out the story (optional): character masks (Mike, Gina and Polly), a tennis racket (for the brother), a necklace (for the sister), a hat (grandma), glasses or a walking stick (grandpa), an old dress (mum), old trousers (dad), a box for a picnic basket, seven sandwiches and six bananas (made of cardboard)

Language competences: Your students will be able to listen and follow a picture story. Your students will practise saying *Thank you*.

Warm-up

Aim: to set up the story context

- Show the picture of Mike's family on PB page 17. Point to each character and ask *Who's this? (Grandpa)*.
- Explain in L1 that the story is about Mike's family. Help the students to turn to pages 20–21.

Presentation



PB pp20-21 Story: The sandwiches

Aim: to listen and follow a picture story

- Talk about the first two pictures on PB page 20. Establish that Gina and Polly are having a picnic.
- Play the CD. Students follow in their books.
- Ask the students what food everyone is eating at the picnic. Try to elicit the answer in English.
- Play the story again, stopping after picture 3. Point to the characters and ask *Who's Tim? Mike's ... (brother)*. Do the same for Olivia (*sister*).
- Play the story again, stopping after each picture to talk in L1 about what's happening.

Audio script page T101

Practice

5

Think!

AB p20 Look at the story. Count and colour.

Aim: to practise counting

Thinking skills: counting

- Point to the picture and practise the pronunciation of the plural form *sandwiches*.
- Ask the students to find a sandwich in the story. Ask *What colour is it?* and explain in L1 that you're talking about the filling. Establish in L1 that the red ones are jam (or meat) and the yellow ones are cheese.
- Explain in L1 that the students have to count how many jam/meat sandwiches and how many cheese sandwiches there are. They colour the sandwiches appropriately. Explain that it doesn't matter which ones they colour red or yellow as long as they have the correct number in each colour.
- Circulate and ask students which colours they are using. Encourage them to count aloud.

- Check answers by asking *How many (red/yellow) sandwiches?*

Key: four red sandwiches, three yellow sandwiches

- **Note:** It might be easier if children share their Pupil's Books for this activity.

Extension activity

Aim: to reinforce understanding of the story

- Invite nine volunteers to the front. Students act out the story with your help, using the character masks and other available props.
- Encourage students to use key language from the story. Help with the plural form *sandwiches*.
- Invite other students to come to the front and act.

Ending the lesson

Aim: to practise new language

- Draw a sandwich on the board. Practise pronunciation.
- Pretend to offer a student a sandwich and say *A sandwich?* The student says *Thank you*. Repeat with other students.
- Students do the same role play in pairs.

Aims: to talk about the meaning of a story: sharing, to review language from the unit
Recycled language: language from the story, family members, numbers 1–6, *red, yellow*
Materials: CD 1, unit 2 story sticker, a music CD, coloured chalk / board pens (optional)
Language competences: Your students will be able to interpret the deeper meaning of a story.

Warm-up

Aim: to review family and *This is my (mum)*

- Students stand in a large circle, if possible. Hand out the family flashcards randomly. Explain that the students must pass the cards around the circle and when the music stops, the students holding the flashcards have to say *This is my (grandma)*.
- Play some music and students start passing the cards to the left.

Practice



PB pp20–21

Story: The sandwiches

Aim: to review the story

- Ask the students to tell you in L1 what they remember about the story on PB pages 20 and 21.
- Ask the students what they share and with who.
- Hold up your book and point to the last frame and say *Let's look for a sticker*. Help students find the Unit 2 story sticker at the back of the book and ask them to peel off the sticker. Tell them to turn back to page 21 and then say *Stick*.
- Elicit from the students, in L1, what the sticker shows (Mike sharing bananas with Gina).

Audio script page T101

Aim: to think about the meaning of the story: sharing

- Play the story again (CD 1 Track 28), pausing after pictures 2, 3, 4 and 5 to ask in L1 what Gina and Polly are doing (giving sandwiches to everyone). After picture 6, ask what the problem is (no sandwiches for Gina and Polly). At the end, ask what Mike and his family did (they went to get some food to share).

6



AB p21

Complete the faces with ☺ or ☹.

Thinking skills: applying values from the story to new situations

- Ask the students to find page 21 in the Activity Book. Say *Look at the pictures and think. Which picture is right?* Point to the faces and explain in L1 that if they think the picture shows the right thing happening, they draw a smile. Elicit from the class that in the first picture the girl is sharing her drink. The children draw a happy face for the first picture. Alternatively, children can colour the face instead. Circulate and check. The children then colour this picture.

Ending the lesson

Aim: to role play sharing and practise language from the story

- Mime offering sandwiches to different students, pretending that your bag is a picnic basket. Say *A sandwich?* and help the students to say *Thank you*.

- Mime that your bag is empty but that you are hungry. Say *Oh no! My sandwiches!* Encourage a student to mime giving you something. Help him/her to say *For you* and then reply with *Thank you. Yummy!*
- Students carry out a role play in groups of four:
 Student 1 (handing out sandwiches): *A sandwich?*
 Students 2–4: *Thank you.*
 Student 1 (miming no sandwiches left): *Oh no! My sandwiches!*
 Students 2–4 (miming giving something): *For you.*
 Student 1: *Thank you. Yummy!*
- Students swap roles to practise a variety of language. If you have time, students can make their own cardboard sandwiches as props.

Extension activity

Aim: to review counting

- Draw sandwiches with two different colour fillings on the board (or classroom objects if you prefer), up to six in each colour, arranged randomly.
- Ask *How many (red/yellow) (sandwiches)?* Erase one of the sandwiches and ask again. Continue until only one of each colour remains.

Note: For the next lesson (Warm-up), you ideally need individual photos of your family members (four grandparents, mum, dad, siblings and yourself). Students will also need lolly pop sticks to make different family members. You can decide how many each student can make.

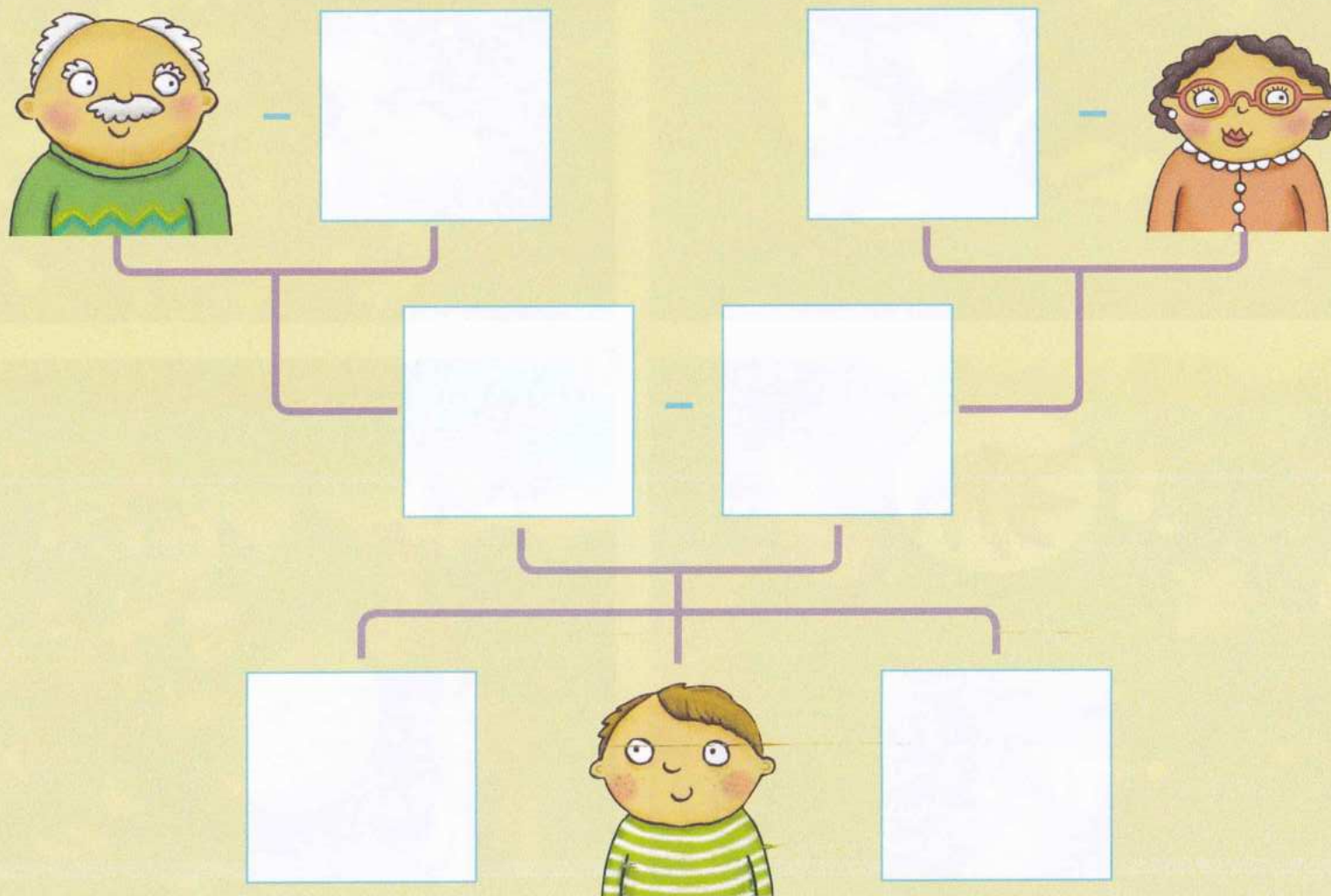


Family trees

6 CD1
29

Sticker

Listen and stick.



Aims: to integrate other areas of the curriculum through English: Social science

New language: *that's my (mum)'s (mum)*

Recycled language: numbers 1–6, *Hi, My name's (name), and, are, is*

Materials: CD 1, Unit 2 stickers, scissors, circular pieces of card, ice lolly sticks, glue, coloured pencils or crayons, photos of your family members (optional – see note on page T21)

Optional: photographs of different birds and animals (e.g. elephant, giraffe, dog, monkey, eagle, robin), one for each pair of children

Language competences: Your students will be able to talk about family trees in English.

Warm-up

Aim: to present the family tree diagram

- Stick photos (or draw head and shoulder pictures) of your family on the board arranged as a family tree, linking people to show relationships as on PB page 22. Arrange your siblings and yourself in order of age, with the oldest on the left.
- Point to your photo and say *This is me*. Review family members by pointing and saying *This is my ... (grandpa)*. Explain in L1 that the lines across link people who are married (or share children) and that the lines down show their children. Tell the class that on a family tree the oldest child is on the left.
- Leave the family tree on the board.

Presentation



PB p22 Listen and stick.

Thinking skills: understanding family relations

- **Note:** In order to carry out this activity, students will first need to cut out their stickers with the backs attached.
- Point to each sticker and ask *Who's this? (Dad)*.
- Point to the boy at the bottom of the family tree on PB page 22. Say *This is Nick*. Point to the two pictures at the top of the family tree. Ask *Who's this? (Grandpa/Grandma)*.
- Play the recording. Students listen and place the stickers, with the backs still attached, in the correct place. Pause as necessary. Point out the family resemblances in hair colour and translate into L1, if necessary, the phrases *my mum's mum and dad* and *my dad's mum and dad*.
- Play the CD again, pausing for students to point to each sticker that they have placed. Ask *Who's this? (Grandma)*. Say *Yes. This is Nick's (grandma)*.
- Students can then stick the stickers in their books.

Audio script page T101

Practice



AB p22 Make an ice lolly stick family.

Aim: to make family stick puppets and practise introductions

- Students make a 'family' of stick puppets (or as many as possible with the materials available). They cut out card circles, draw faces on them and then stick ice lolly sticks onto them. In a large class, students can work in pairs or threes to make a family.

Extension activity

Aim: to review describing family trees

- Students should now work with a different partner but still keep their lolly pop stick family.
- Ask the children to arrange their lolly pop stick puppets in rows so that it looks like a family tree. Then they should describe this family to their new partner. (*This is my (dad), (name), and so on*).

Ending the lesson

Aim: to practise role playing with puppets

- Students choose a stick puppet and give it a name.
- Students act out introducing the puppet to a partner.
Student 1: *Hi! My name's (name). This is my (brother, name).*
Student 2: *Hi, (name). Hello, (name).*
- Students swap roles and repeat the activity with a different partner.

Aims: to extend the focus of Social science through English, to review language from the unit, to encourage children to reflect on their learning

Recycled language: This is my (mum), that's my (dad's) mum, family words

Materials: CD 1, paper, card. Coloured pencils or crayons

Language competences: Your students will be able to describe their own family tree.

Warm-up

Aim: to review family trees

- Draw your simple family tree on the board again and encourage the class to tell you all the family members in the family tree. Recast their sentences where necessary so that they have a correct model for the next activity (e.g. *Yes, this is my Grandma, Alice.*)
- Leave the family tree on the board.

Revision

7 Think! **PB p23** Draw and show your family tree.

Thinking skills: organising information

- Look at the family tree on PB page 23 and say *Look! What is it?* (A family tree). Ask the students what the girl is saying about her picture. Encourage them to make sentences to describe the relationships (*This is my grandpa.*)

- Say *Now your turn. Draw your family tree.* Give out paper and coloured pencils and then circulate to offer help where necessary.
- Ask students to work in pairs and describe their family tree to a partner. Tell them to also give the names of the people in their family.

8 **AB p23** Say the words. Colour the circles.

Aim: to create a record of learning

- Ask the students to find AB page 23. Point to the pictures and encourage the class to say the words together.
- The children colour the circles if they can say the words on their own.
- Circulate and help as necessary. Ask individual children to say the words.

Extension activity

Aim: to review family trees and to practise listening

- Invite a volunteer to the front with his/her family tree.
- The student describes his/her family tree to you, showing you the picture, but hiding it from the class, e.g. *This is my grandpa, (name).*
- Students draw the family tree, with the correct number of grandparents and siblings.
- The student shows his/her family tree for students to check their work.

Ending the lesson

Aim: to review the unit song

- Use the pictures on PB page 19 to remind students of the song. Review *queen, king* and *royal family*.
- Play the song (CD 1 Track 26) and encourage the class to sing and mime putting crowns on their heads.

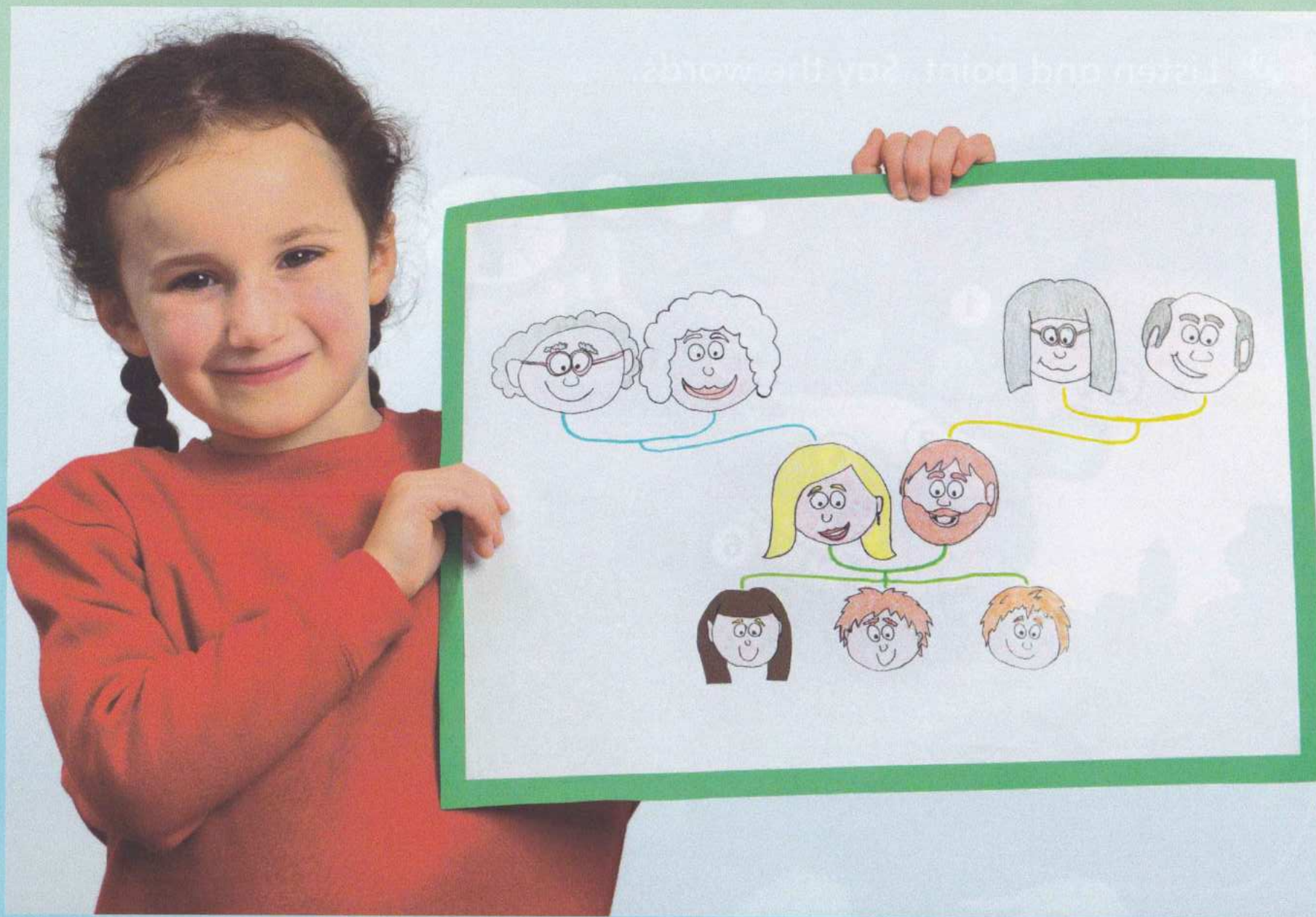
Phonics

- See page T86 for Unit 2 Phonics.

7

Think!

Draw and show your family tree.



3

My face

1 CD1
32

Listen and point. Say the words.



Aims: to present and practise parts of the face, to say a chant with the class

New language: eyes, ears, nose, face, teeth, mouth, I've got an idea, easy, What's missing?

Recycled language: Here's, my, it's, look, two, colours

Materials: CD 1, coloured pencils or crayons

Language competences: Your students will be able to name parts of the face. Your students will be able to join in with a chant.

Warm-up

Aim: to introduce the topic

- Say *Close your eyes* and demonstrate to remind the class of the meaning. Then say *Open your eyes*.
- Point and say *My eyes*. Encourage them to repeat and copy you. Explain in L1 that students are going to learn other parts of the face.

Presentation

1 CD1 32 **PB p24** Listen and point.
Say the words.

Aim: to set up the story context and present parts of the face

- Play the first part of the audio. Ask in L1 why Mike is holding up his finger and what the light bulb means. Students explain in L1. Say *That's right. Mike is saying 'I've got an idea'*. Explain in L1 that students will find out what Mike's idea is in the story.
- Ask students in L1 which part of the face each number refers to. Help them in particular to identify the whole *face* (4), *teeth* (5) and *mouth* (6).
- Play the rest of the audio. Students point to the parts of Mike's face.
- Play the CD again. Students repeat.

Audio script page T101

1 CD1 33 **PB p81** Listen and chant.

Aim: to practise parts of the face

- Point to Gina's painting and ask *What is it? (Face)*. Say *Yes. It's Gina's face*.
- Explain in L1 that Gina has just remembered the last thing that she needs to draw. Play the chant.
- Ask *What's missing? (Teeth)*.
- Play the chant again. Students point to the parts of Gina's face.
- Play the chant again. Point to the parts of your face and encourage students to copy.

Audio script page T101

Practice

1 AB p24 Colour and describe one clown.
Listen and colour a friend's clown.

Aim: to practise parts of the face, colours, speaking and listening

- Use the picture to present *clown*.
- Ask the students to point as you give the instructions. Say *Colour the ears ...the eyes ...the nose ...the mouth ...and the teeth*. Tell students in L1 to choose from the six colours that they know.
- Circulate asking *What's this?/What are these?*
- In pairs, Student 1 describes his/her clown, e.g. *Red mouth* and Student 2 colours the second clown accordingly. They then swap roles.
- They compare pictures to check their work.

Extension activity

Aim: to practise parts of the face

- Say *Point to your nose*. Do the same with the other parts of the face.
- Repeat the instructions, faster and faster.
- Invite a volunteer to the front to take your place.

Ending the lesson

Aim: to practise parts of the face and colours

- Invite volunteers to describe their clowns in their Activity Books for the class.

Aims: to present and practise adjectives for feelings, to present and practise *Yes/No* and *you're*, to preview *Are you (happy)? Yes, I am. / No, I'm not.*, to review parts of the face

New language: *happy, sad, scared, angry, Are you (sad)? Yes, I am. No, I'm not, you're*

Recycled language: parts of the face, *I'm*

Materials: CD 1, flashcards (face), Unit 3 emotion stickers

Language competences: Your students will be able to talk about feelings.

Warm-up

Aim: to review parts of the face and *Yes/No*

- Show the face flashcards and say the words. Students repeat.
- Show a flashcard and say either the wrong word or the right word. Encourage the students to say *Yes* or *No*. If the word is wrong, ask *Oh! What is it?* Students say the right word.
- Draw a happy mouth on the board. Then draw a sad mouth. Ask in L1 what the difference is between the two mouths. Explain that in this lesson students will learn how to talk about feelings in English.

Presentation



PB p25 Listen and say the sentences. Stick.

Aim: to present feelings

- Discuss in L1 what is happening in each picture and how each child is feeling.
- Play the CD. Students listen and answer and point to the pictures.

- Play the CD again. Pause after each answer so that the students can repeat the last word.
- Practise saying *I'm angry/happy/sad/scared* with the class, encouraging the students to copy the intonation of the children on the CD.
- Ask students to find their Unit 3 stickers and tell you what they show (*sad, angry, happy, scared*). Tell them to cut out the four stickers, with the backs attached and then match them with the children on page 25.
- Circulate and check and then say *Stick*. Students stick the stickers in the correct spaces.

Audio script page T101

Practice



Think!

AB p25 Look, draw and say the words.

Thinking skills: understanding sequences

- Point to the first picture in row 1 and ask *What is it? Angry? Scared?* Students say *happy*. Encourage the students to point and say the words along the top row until you reach the last picture. Explain in L1 that the last picture in the sequence has been drawn in as an example (*sad*).
- Students draw faces to complete sequences 2–4.

- Check answers by saying the whole sequence as a class: e.g. 1? (*happy, sad, happy, sad, happy, sad*).

Key: 2 angry 3 sad 4 happy

Extension activity

Aim: to practise understanding sequences

- Draw more sequences like the ones on AB page 25, using parts of the face. Draw a row of pictures and a box for the missing one at the end. Here are some examples:
mouth, mouth, eyes, mouth, mouth ... (eyes)
nose, ears, nose, ears, nose ... (ears)
eyes, nose, mouth, eyes, nose ... (mouth)
- Ask the class to say the missing word and invite a volunteer to draw the correct picture on the board.
- Students can create their own puzzles for a partner, using feelings, parts of the face, colours or classroom objects.

Ending the lesson

Aim: to review feelings and to practise *you're*

- Say sentences for the whole class to act, e.g. *You're scared. / You're angry. / You're happy. / You're sad.*

2 CD1
34
Sticker

Listen and say the sentences. Stick.

1



2



3



4



Family
!

I'm / You're (angry / happy / sad / scared).

Listen and act. Listen and match.



1

2

3

4

5

6



Aims: to stimulate the students' imagination through listening and acting out, to practise listening to and following instructions

New language: *put out, present, give, friend, hug*

Recycled language: *close, open, eyes, hands, happy*

Materials: CD1, Unit 3 mini cards: AB page 96

Language competences: Your students will be able to listen and do actions to demonstrate meaning.

Warm-up

Aim: to review parts of the face and say a chant

- Play the chant from PB page 81 (CD 1 Track 33). Encourage students to point to the correct part of their face as they listen.
- Play the chant again for students to join in.

Practice

3 CD1 35 **PB p26** Listen and act.

Aim: to practise following instructions

- With books closed, play the audio and show the class a clear mime for each action, e.g. 1 pointing to your closed eyes, 2 putting arms out with hands palms up, 3 hands feeling an object, still with eyes closed, 4 pointing to your open eyes, 5 smiling at the present in your hands, 6 hugging someone.
- Say *Listen and act!* and play the audio again, encouraging the students to copy your mimes. Say the instructions in a different order and see if they can mime them.

Audio script page T102

3 CD1 36 **PB p26** Listen and match.

Aim: to practise listening to detail

- Ask the students to open their Pupil Books on page 26 and look at the pictures and numbers together. Say *Listen and match*. Play the first line of the audio and demonstrate drawing a line from the big number 1 to the picture showing eyes closed.
- Play the rest of the audio. Students draw lines from the other numbers to the correct pictures.
- Run your finger around the frame and say number 1 is red.
- Check the answers by saying a number and asking *What colour?* or by asking students to mime the action. You can also encourage students to say some of the words or phrases from the audio.

Key: 1 red, 2 purple, 3 green, 4 orange, 5 yellow, 6 blue

Audio script page T102

3 CD1 37 **AB p26** Listen and circle.

Aim: to practise *Yes, I am / No, I'm not* and feelings

- Play number 1. Point to the circled example. Students say *Angry*.

- Play the rest of the audio. Students listen and circle the correct pictures.
- Say the numbers for students to say the feelings.

Key: 2 sad, 3 scared, 4 happy

Audio script page T102

Extension activity

Aim: to review the instructions and practise role-playing

- Play the audio from PB 26 (CD1 Track 36) again but this time pause it at key points in each sentence and encourage the students to call out the missing word, 1 *eyes*, 2 *hands*, 3 *it*, 4 *open*, 5 *happy*, 6 *hug*.
- Explain in L1 that they are going to mime the instructions again but this time they are going to work in pairs. Invite a volunteer to come to the front to mime the instructions with you. You play the part of the girl and then swap roles.
- Repeat the demonstration with several volunteers before asking the class to work in pairs, speaking only in English.

Ending the lesson

Aim: to review feelings

- Mime and encourage students to guess how you are feeling (*You're angry*). Reply (*Yes, I am. / No, I'm not*).
- Invite volunteers to come to the front of the class so that they can mime.

Aims: to review feelings and parts of the face, to practise *Are you (happy)? Yes, I am / No, I'm not.*, to sing a song with the class

New language: *little, clown, OK, today*

Recycled language: feelings, *Are you (happy)? No, I'm not, I'm, yes, today*

Materials: CD 1

Language competences: Your students will be able to join in with a song. Your students will ask and answer about feelings.

Warm-up

Aim: to review feelings and present *OK*

- Mime different feelings. Students say the words.
- Smile and say *I'm happy. Today I'm happy. I'm OK.*
- Ask individual students *Are you OK?* Encourage them to answer *Yes, thank you.*
- Students walk around the class asking as many people as possible *Are you OK?* In a larger class, they stay sitting and ask students sitting nearby.

Presentation



PB p27 Listen and sing.

Aim: to review feelings and sing a song

- Point to the first clown. Ask *What's this? (Clown).*
- Play the song. Students listen and point.
- Point to the first clown again. Ask *Is he OK? (No). Is he happy? (No, sad).* Repeat with the other clowns.
- Play the song again. Students mime the feelings.
- Use the karaoke version (see Extension activity).

Audio script page T102

Practice

- 4** **AB p27** Think how you are feeling today. Complete the face.

Aim: to personalise language

- Point to the picture of the clown and ask *What's missing? (Eyes, mouth and possibly teeth).*
- Ask *How are you feeling today? Are you happy? Are you sad? Are you angry? Are you OK? Draw the eyes and mouth to show how you feel.* Demonstrate on the board.
- Students complete the picture. Circulate and ask *How are you feeling today? (Happy).*
- Practise the question *How are you feeling today?* with the class.
- Students show a partner their picture and ask and answer *How are you feeling today? I'm (happy).*

Extension activity

Aim: to practise the song

- Divide the class into two groups (or groups of boys and girls, if appropriate).
- Play the song or the karaoke version. One group practises the chorus (the questions). The other group practises the verses (the answers).
- Students stand up and the two groups face each other. Play the song two or three more times with one group singing the questions and the other group singing the answers back.
- Students could also sing in pairs: one singing the questions and the other singing the answers.
- Allow the groups/students to swap roles to practise all the language.

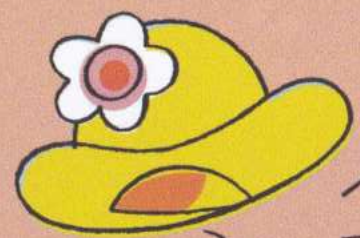
Ending the lesson

Aim: to practise the song

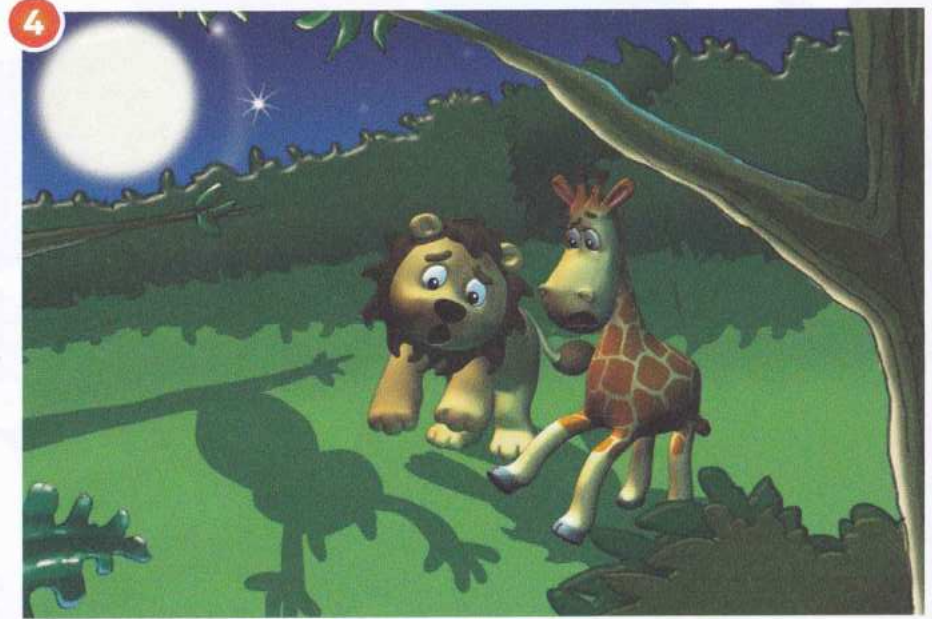
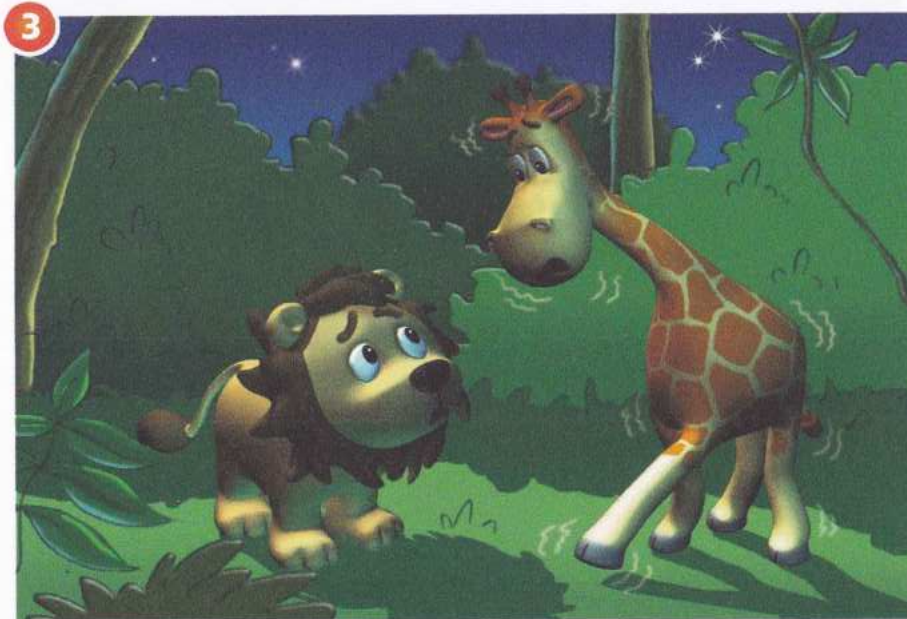
- Point to the first clown on PB page 27. Repeat the questions from the song using a student's name, e.g. *Hey, (name), are you happy? Hey, (name), are you OK?* Encourage the student to reply as if he/she were the first clown, using the song lyrics.
- Do the same with other students for verses 2–4.
- Students can use the karaoke version of the song (CD 1 Track 39) with the adapted lyrics.



Listen and sing.



The monster



Aims: to present a picture story, to review language from the unit

Skills: listening and following a picture story

New language: *monster, Gina's coming, Come with me/us, Let's run, There's, Ouch!*

Recycled language: *a, look, I'm, scared, Are you OK? No, I'm not, I'm, please, it's, we're, go, here's, the, orange, red*

Materials: CD 1, props for acting out the story (optional): character masks

Language competences: Your students will be able to listen and follow a picture story.

Warm-up

Aim: to set up the story context

- Point to the picture of Mike on PB page 28 and say *Mike's got an ... (idea)*. Ask students in L1 what they think Mike's idea is.
- Explain in L1 that students are going to find out in the story.

Presentation



PB pp28-29 Story: The monster

Aim: to listen and follow a picture story

- Give students time to look at the pictures.
- Play the CD. Students follow in their books.
- Reinforce the meaning of *monster* by miming and pointing to the shadows in pictures 2, 4 and 6. Say *Look at picture (2). It's a monster! Aaargh!*
- Play the story again, pausing after picture 2. Ask *Is Gina happy? (No, scared)*. Ask the same question about Leo and Polly in pictures 4 and 6.
- Play the story again, stopping after each picture to talk in L1 about what's happening.

Audio script page T102

Practice

5

Think!

AB p28 Look at picture four of the story. Circle five differences.

Thinking skills: comparing and analysing visual information

- Point to picture four in the story and point to the large version on page 28. Say *Look! Picture four and ... picture four. What's different?* Explain in L1 that there are five differences to find.
- Give the students time to find and circle the differences.
- Check answers with the whole class, allowing L1 as necessary but feeding in new English words, e.g. students say 'the sun' in L1. Point and say *Yes. Look! The sun is in this picture, but what's in picture four?* Students then say 'the moon' in L1. Say *Yes. The moon*. Write 1 on the board and say *One difference*. Continue in the same way with the other differences.

Key: In the large picture, we see the sun not the moon, Polly instead of Leo, Gina's patches are red not orange, there is no monster on the ground and we can see Mike in a tree.

- **Note:** Depending on space and the layout of tables, it might be easier if the children share their Pupil's Books for this activity.

Extension activity

Aim: to reinforce understanding of the story

- Invite four volunteers to the front. Students act out the story with your help, using the character masks.
- Encourage students to use key language from the story.
- Invite other students to come to the front and act.

Ending the lesson

Aim: to practise new language from the story

- Mime being scared, go up to a student and say *There's a monster! I'm scared! Come with me*. Encourage the student to get up and come with you to the front. Point to an imaginary monster and say to the student *Look! A monster!* Mime running away and say *Let's run!*
- Repeat the mime with different students. Encourage the class to join in with the language.
- Invite volunteers in turn to take your place.

Aims: to talk about the meaning of a story, to review language from the unit

Recycled language: language from the story

Materials: CD 1, coloured pencils or crayons, Unit 3 story sticker

Language competences: Your students will be able to appreciate the values shown in the story.

Warm-up

Aim: to review the story

- Ask the students to tell you in L1 what they remember about the story on PB pages 28 and 29.

Practice



PB pp28–29 Story: The monster

Sticker and story values

Aim: to review the story

- Ask the students to tell you in L1 what they remember about the story on PB pages 28 and 29.

Aim: to think about the meaning of the story: being nice to friends.

- Play the story again (CD 1 Track 40), pausing at appropriate points to discuss in L1 what's happening.
- Ask in L1 what Mike is doing. (He is playing a trick on his friends by making shadows that look like monsters.)
- Point to Polly, Leo and Gina in picture 6 and ask *Is Polly happy? Is Gina happy? Is Leo happy?* (No). Ask *How are they feeling?* OK? (No, scared).
- Ask in L1 if it's nice to scare your friends.

- Hold up your book and point to the last frame and say *Let's look for a sticker*. Help students find the Unit 3 story sticker at the back of the book and ask them to peel off the sticker. Tell them to turn back to page 29 and then say *Stick*.
- Elicit from the students, in L1, what the sticker shows (Mike looks dizzy because a mango fell on his head). Tell them that this is what could happen if a trick goes wrong. Ask them if they should play tricks on their friends if it makes them unhappy?

Audio script page T102



Think!

AB p29 Complete the faces with ☺ or ☹.

Thinking skills: applying values from the story to new situations

- Ask the students to find page 29 in the Activity Book. Say *Look at the pictures and think. Which picture is right?* Point to the faces and explain in L1 that if they think the picture shows the right thing happening, they draw a smile. Elicit from the class that in the first picture boy is going to give a pear to his friend but he realises it's rotten, so he changes it for a nicer one. The children draw a happy face for the first picture. Circulate and check. As an option, the children can colour this picture.

Extension activity

Aim: to do a role play

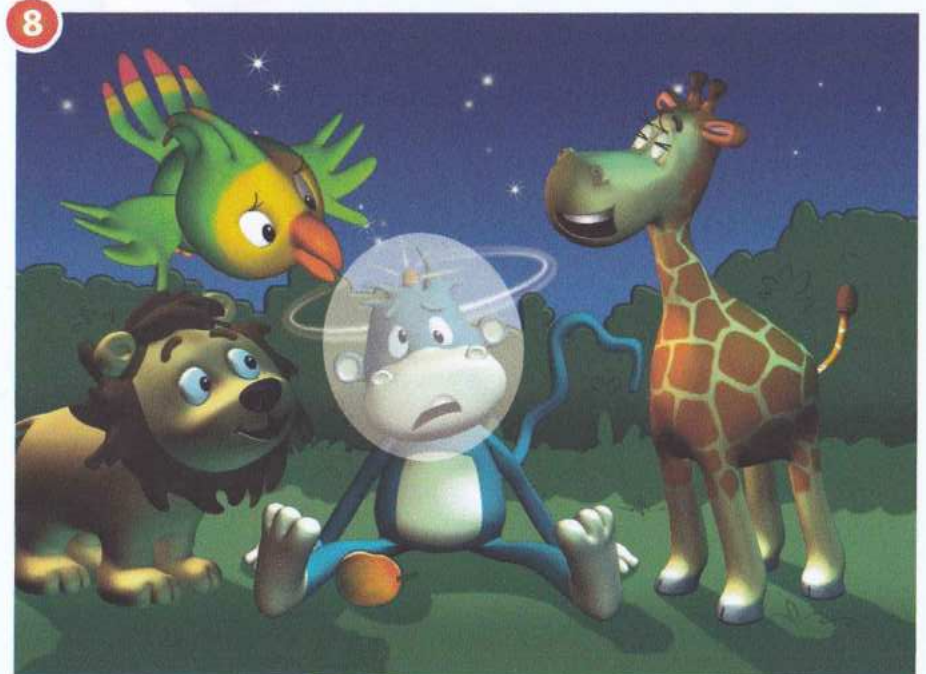
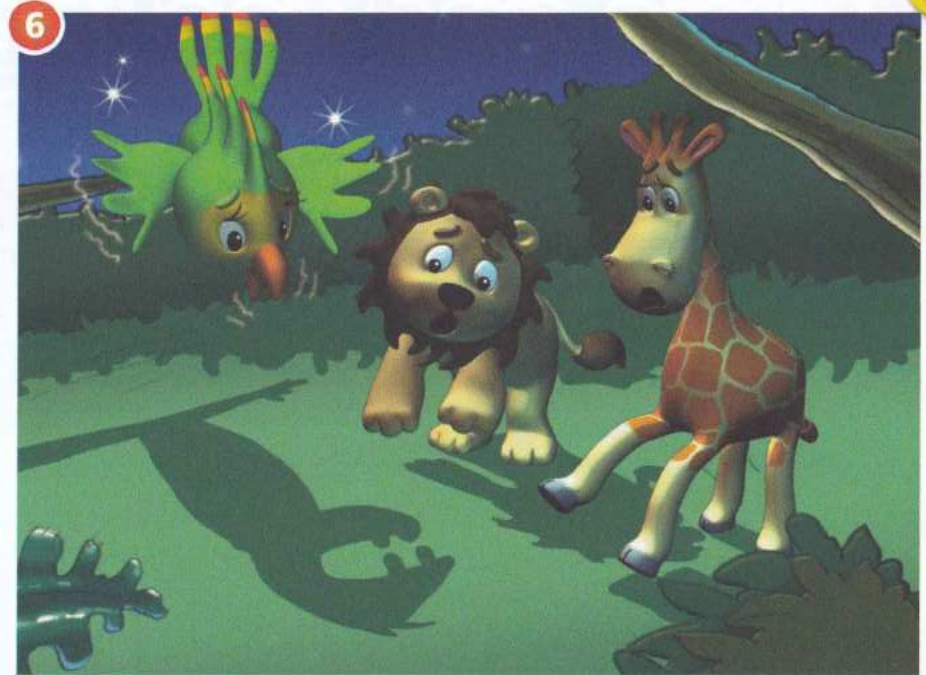
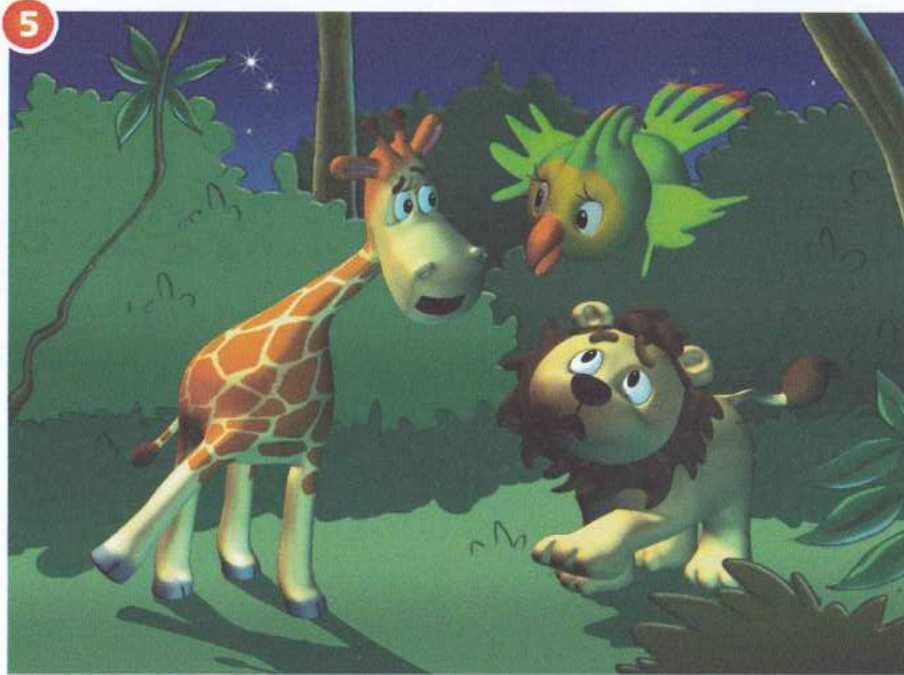
- Students act out the first situation on AB page 29, like this:
Student 1 *A pear?*
Student 2 *Yummy!*
Student 1 (looking disgusted as he/she notices that the pear is rotten): *Oh no!*
Student 1 (giving Student 2 a pear): *Here you are.*
Student 2 (mimes eating): *Thank you. Yummy! I'm happy.*
- Students swap roles. Students could draw two pears as props: one rotten and one green.

Ending the lesson

Aim: to practise language from the story

- Point to picture 8 and ask *Is Mike happy?* (No). Ask in L1 what noise he makes when the mango falls on his head (*Ouch!*).
- Rub your head and say *Ouch!* Students do the action and repeat.
- Gesture for a student to do the action and to say *Ouch!* Ask *Are you OK?* (Yes, I am or No, I'm not).
- Students practise this exchange in pairs. Make sure that they swap roles.

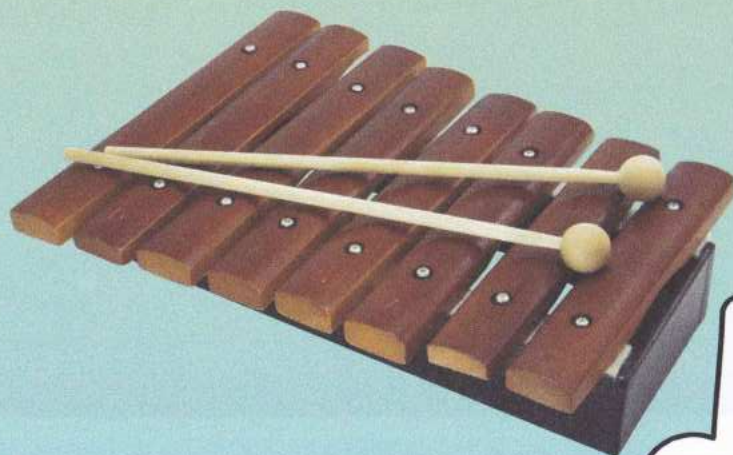
Note: For the next lesson, students need glass jars and wooden spoons for making and playing 'xylophones'.



Music and feelings



Listen and colour. Say the instruments.



Aims: to integrate other areas of the curriculum through English: Music

New language: *drum, violin, recorder, xylophone*

Recycled language: colours, feelings, numbers 1–6

Materials: CD 1, coloured pencils or crayons, glass jars, water, a jug, wooden spoons, drums or musical triangles (optional), CDs of different types of music, e.g. sad or scary classical music, happy pop music, angry rock music (optional)

Language competences: Your students will learn the names of four musical instruments.

Warm-up

Aim: to review numbers and focus on sounds

- Say *Listen. How many?* Beat on your desk, beat a drum or clap a number of times between 1 and 6. Students answer, e.g. *Four*. Repeat several times.
- Say a number between 1 and 6. Students beat their desks, clap or beat a drum/ triangle (if you have them) the correct number of times. Repeat several times.

Presentation



PB p30 Listen and colour. Say the instruments.

Aim: to identify instruments from their sounds, to practise applying feelings to music

- Point to the photos and say *Look! Instruments. Musical instruments*. Ask in L1 if any student (or anyone that the students know) plays a musical instrument.
- Say *Listen and colour*. Play the CD. The first time, students listen, identify the instrument and colour the note with each photo correctly. Pause after the instrument name and ask *Where is it? Point*. Check that students have chosen the correct instrument before they colour.
- Play the CD again, this time pausing for the students to repeat the names of the instruments.

- Check answers by asking *What's (blue)?* Students can mime playing the instrument or say the word.
- Explain in L1 that students need to listen and think about how the music sounds. Ask *Is the music happy? Sad? Angry? Scary?*
- Say *Close your eyes*. Play the audio again. Pause after each piece of music. Students suggest feelings, e.g.: You: *What do you think, (name)?* Student 1: *Happy*. You: *You think the drum is happy. That's interesting. And you, (name)?*

Audio script page T102

Practice



AB p30 Make a xylophone.

Aim: to make a xylophone

- Follow the pictures to make a xylophone. Involve as many students as possible, for example to pour water into the jar, to test the 'note' with a wooden spoon and to help arrange the jars from the lowest note on the left to the highest note on the right.
- Students come to the front of the class in pairs and hit the jars gently with wooden spoons to make music.
- **Note:** If you create a standard musical scale with 3, 4, 5 or 6 notes, you could do the Extension activity.

Extension activity

Aim: to review numbers

- Stick large numbers from 1 to 6 on both sides of the xylophone jars – 1 for the lowest note, 6 for the highest – so that both those playing the xylophone and those watching can see them.
- Hit each jar with a spoon, saying the number on it.
- Invite as many volunteers as there are jars to come to the front. Give them each a spoon. You or the class then call out numbers from 1 to 6 and the students hit the correct jars.
- Repeat with new volunteers.
- If you have a standard scale, you can write numbers for the students to play simple tunes:
(3 jars) 3332111 222-- 333-- 33321111 22321
(4 jars) 1425334 1425334 5342312 5324321
(5 jars) 3212333 222-- 355-- 32123333 22321
(6 jars) 5654345 234 345 5654345 2-- 5-- 31

Ending the lesson

Aim: to practise talking about music

- Say *Close your eyes. Listen*. Play extracts of different types of music.
- Ask students how each piece of music sounds: *Happy? Sad? Angry? Scary?* Ask in L1 which of the types of music students like best.

Aims: to extend the focus on Music through English, to practise talking about feelings, to review language from the unit, to encourage children to reflect on their learning

Recycled language: feelings, language from the Unit 1 song

Materials: CD 1, a familiar children's storybook in L1 (optional)

Language competences: Your students will be able to talk about other people's feelings.

Warm-up

Aim: to review feelings

- Say *I'm happy*. Ask individual students *How are you feeling today?* Students answer *I'm (happy)*.

Practice



Think!

PB p31

Listen and circle.

Thinking skills: interpreting feelings

- Talk about the first picture. Ask *Is she happy? Is she sad?* Students say *Scared*.
- Do the same with the other three pictures.
- Play the first song extract. Ask *Which picture? Scared, angry, sad or happy?* Show them that they have to circle the number 1 under the correct picture (the angry boy).
- Play the other extracts, giving students time to think and circle after each one.

- Check answers by asking *Number 2, which picture? Scared, angry, sad ... ?*, etc.

Key: 1 angry, 2 sad, 3 happy, 4 scared

Audio script page T102

8

AB p31

Say the words. Colour the circles.

Aim: to create a record of learning

- Ask the students to find AB page 31. Point to the pictures and encourage the class to say the words together.
- The children colour the circles if they can say the words on their own.
- Circulate and help as necessary. Ask individual children to say the words.

Extension activity

Aim: to practise empathising

- Students sit in a comfortable area in the classroom, if possible in a large circle.
- Tell a familiar children's story in L1 or read it. Choose a story where the characters have strong feelings (e.g. a fairy story).
- Stop and ask how the characters feel in English. For example, if you are telling the story *Little Red Riding Hood*, stop and ask *How is she feeling?* in these situations:
 - when she sets off to visit Grandma (happy)
 - when she sees that 'Grandma' is the wolf (scared)
 - when the woodsman rescues her (happy).
- At the end of the story, you could ask *How is the wolf feeling?* (Angry/Scared).

Ending the lesson

Aim: to practise empathising and asking about feelings

- Tell students in L1 they are going to play a musical guessing game.
- Students play the game as a class or in large groups. One student sings, hums or speaks in a sad, happy, angry or scared way. The rest of the group guess, e.g. *Are you scared?* The student answers *Yes, I am* or *No, I'm not*.

Phonics

- See page T87 for Unit 3 Phonics.

Review

- See page T96 for Review Unit 2 and Review Unit 3.

Aims: to integrate other areas of the curriculum through English: Music

New language: *drum, violin, recorder, xylophone*

Recycled language: colours, feelings, numbers 1–6

Materials: CD 1, coloured pencils or crayons, glass jars, water, a jug, wooden spoons, drums or musical triangles (optional), CDs of different types of music, e.g. sad or scary classical music, happy pop music, angry rock music (optional)

Language competences: Your students will learn the names of four musical instruments.

Warm-up

Aim: to review numbers and focus on sounds

- Say *Listen. How many?* Beat on your desk, beat a drum or clap a number of times between 1 and 6. Students answer, e.g. *Four*. Repeat several times.
- Say a number between 1 and 6. Students beat their desks, clap or beat a drum/ triangle (if you have them) the correct number of times. Repeat several times.

Presentation



PB p30 Listen and colour. Say the instruments.

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- Check answers by asking *What's (blue)?* Students can mime playing the instrument or say the word.
- Explain in L1 that students need to listen and think about how the music sounds. Ask *Is the music happy? Sad? Angry? Scary?*
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Audio script page T102

Practice



AB p30 Make a xylophone.

Aim: to make a xylophone

- Follow the pictures to make a xylophone. Involve as many students as possible, for example to pour water into the jar, to test the 'note' with a wooden spoon and to help arrange the jars from the lowest note on the left to the highest note on the right.
- Students come to the front of the class in pairs and hit the jars gently with wooden spoons to make music.
- **Note:** If you create a standard musical scale with 3, 4, 5 or 6 notes, you could do the Extension activity.

Extension activity

Aim: to review numbers

- Stick large numbers from 1 to 6 on both sides of the xylophone jars – 1 for the lowest note, 6 for the highest – so that both those playing the xylophone and those watching can see them.
- Hit each jar with a spoon, saying the number on it.
- Invite as many volunteers as there are jars to come to the front. Give them each a spoon. You or the class then call out numbers from 1 to 6 and the students hit the correct jars.
- Repeat with new volunteers.
- If you have a standard scale, you can write numbers for the students to play simple tunes:
(3 jars) 3332111 222-- 333-- 33321111 22321
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Ending the lesson

Aim: to practise talking about music

- Say *Close your eyes. Listen*. Play extracts of different types of music.
- Ask students how each piece of music sounds: *Happy? Sad? Angry? Scary?* Ask in L1 which of the types of music students like best.

Aims: to extend the focus on Music through English, to practise talking about feelings, to review language from the unit, to encourage children to reflect on their learning

Recycled language: feelings, language from the Unit 1 song

Materials: CD 1, a familiar children's storybook in L1 (optional)

Language competences: Your students will be able to talk about other people's feelings.

Warm-up

Aim: to review feelings

- Say *I'm happy*. Ask individual students *How are you feeling today?* Students answer *I'm (happy)*.

Practice



Listen and circle.

Thinking skills: interpreting feelings

- Talk about the first picture. Ask *Is she happy? Is she sad?* Students say *Scared*.
- Do the same with the other three pictures.
- Play the first song extract. Ask *Which picture? Scared, angry, sad or happy?* Show them that they have to circle the number 1 under the correct picture (the angry boy).
- Play the other extracts, giving students time to think and circle after each one.

- Check answers by asking *Number 2, which picture? Scared, angry, sad ... ?*, etc.

Key: 1 angry, 2 sad, 3 happy, 4 scared

Audio script page T102

8

AB p31

Say the words. Colour the circles.

Aim: to create a record of learning

- Ask the students to find AB page 31. Point to the pictures and encourage the class to say the words together.
- The children colour the circles if they can say the words on their own.
- Circulate and help as necessary. Ask individual children to say the words.

Extension activity

Aim: to practise empathising

- Students sit in a comfortable area in the classroom, if possible in a large circle.
- Tell a familiar children's story in L1 or read it. Choose a story where the characters have strong feelings (e.g. a fairy story).
- Stop and ask how the characters feel in English. For example, if you are telling the story *Little Red Riding Hood*, stop and ask *How is she feeling?* in these situations:
 - when she sets off to visit Grandma (happy)
 - when she sees that 'Grandma' is the wolf (scared)
 - when the woodsman rescues her (happy).
- At the end of the story, you could ask *How is the wolf feeling?* (Angry/Scared).

Ending the lesson

Aim: to practise empathising and asking about feelings

- Tell students in L1 they are going to play a musical guessing game.
- Students play the game as a class or in large groups. One student sings, hums or speaks in a sad, happy, angry or scared way. The rest of the group guess, e.g. *Are you scared?* The student answers *Yes, I am* or *No, I'm not*.

Phonics

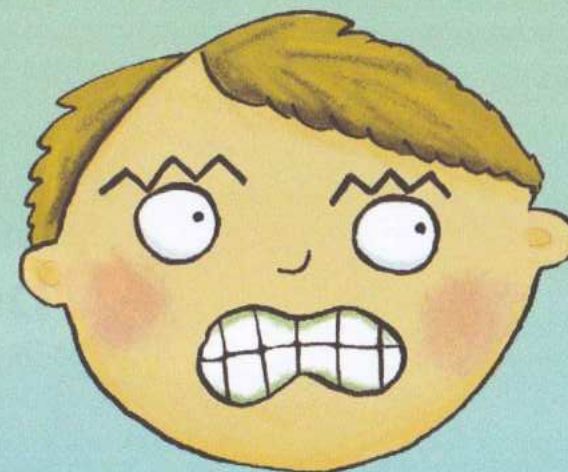
- See page T87 for Unit 3 Phonics.

Review

- See page T96 for Review Unit 2 and Review Unit 3.



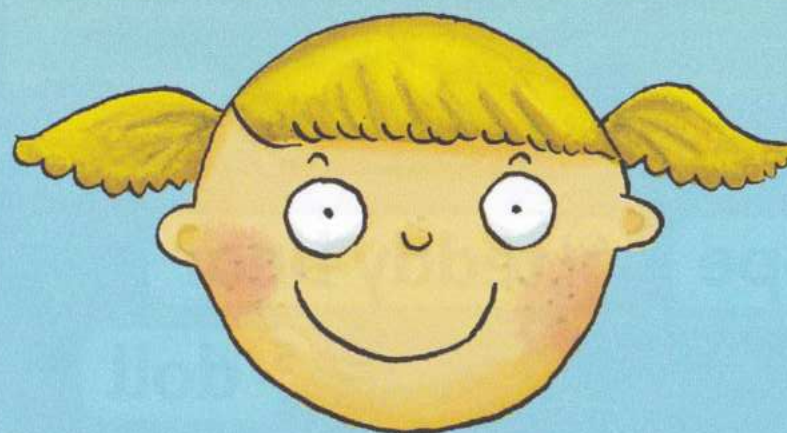
1 2 3 4



1 2 3 4



1 2 3 4



1 2 3 4

4

My toys

1 CD1
45

Listen and point. Say the words.

1 ball



2 kite



3 rope



4 teddy bear



5 doll



6 plane



Aims: to present and practise toys, to say a chant with the class

New language: ball, kite, rope, teddy bear, doll, plane, Let's play, (two) (blue) (ball)s

Recycled language: numbers 1–6, Oh no! (yellow) doll

Materials: CD 1, flashcards (colours 1, toys), Hello! Unit mini cards, AB page 94 (optional)

Language competences: Your students will be able to name toys. Your students will be able to join in with a chant.

Warm-up

Aim: to review colours

- Hold up a colour flashcard. Ask *What colour is it?* (Red). Repeat with all the colours.
- Students stand up. Say *Touch something blue*. Students hold up something blue or move quickly to touch something blue anywhere in the classroom. Repeat with different colours.
- Alternatively, with a large class, play a game with the *Hello!* Unit mini cards. Say a colour. Students hold up the correct mini card.

Presentation

1  **CD1 45** **PB p32** Listen and point. Say the words.

Aim: to present toys

- Discuss the picture in L1 and ask what the characters are doing (they're trying to get the ball and the kite).
- Play the CD. Students point to the numbered toys.
- Play the first part of the audio again. Ask in L1 what they are going to play with. Elicit *The ... (ball)*.
- Play the rest of the audio. Students repeat the words. Explain in L1 that people can say *teddy* instead of *teddy bear*.
- **Note:** The usual form is *skipping rope* but this longer form is harder for children to pronounce.

Audio script page T102



PB p81 Listen and chant.

Aim: to practise toys and colours

- Play the chant. Students listen and point to the toys.
 - Play the chant again. Students join in.
 - **Note:** Plurals are previewed in the chant, but they are presented and practised fully in Unit 6.
 - Do a mime for one of the toys, as in the picture for the chant (cuddling a doll, heading a ball, pretending that you are flying a plane, etc.). Students copy.
 - Play the chant again. Students chant and mime.
- Audio script page T102

Practice

1  **AB p32** Count and match. Trace the numbers.

Aim: to practise counting and develop pencil control

- Demonstrate the activity by counting the planes in the first image. Show the students that the example line matches the number 5. Demonstrate how to trace the number.
- Then say *Count and match*. Trace the numbers and circulate to monitor.
- Check answers by pointing to each toy chest and asking *How many (planes)?* (Five).

Key: 1 teddy bear, 2 dolls, 6 balls, 4 kites, 3 ropes

Extension activity

Aim: to practise toys and numbers

- Stick the toy flashcards on the board, leaving space below where students can reach.
- Call the students out one by one asking them to put a mark/tick under the toy that they like best. Ask them to say the name of the toy before they sit down again.
- Count up the 'votes' for each toy. Don't write the totals, but write 1 next to the toy with the most 'votes', 2 for the next most popular, etc.
- Point and say *The (ball) is number 1*, etc.

Ending the lesson

Aim: to practise toys and feelings

- Hold up each toy flashcard and ask *Is it a (ball)?* Students say *Yes* or *No*.
- Show the flashcards for students to say the words.
- Show the flashcards and say the words sadly. Ask students *Am I (happy) or (sad)?* Do the same with the other feelings that students know.

Note: For the next lesson (Warm-up and Extension activity), you could bring in real toys.

Aims: to review and practise *I've got*, to review toys

Recycled language: toys, colours, *I've got a (doll)*, *It's (purple)*

Materials: CD 1, flashcards (toys) or real toys, coloured pencils or crayons, scissors (optional), a music CD (optional)

Language competences: Your students will be able to say what toys they have and describe their colour.

Warm-up

Aim: to review toys and introduce *a*

- Show the students flashcards or toys. Ask *What's this? (Ball)*. Introduce *a* by confirming *Yes, a ball*.
- Arrange the toys in a row or stick the flashcards in a row on the board. Say, e.g. *Look! A plane, a ball, a kite, a rope, a teddy bear and a doll*. Repeat the list. Students repeat.
- Invite students to the front to point and list the toys.

Presentation



2 **CD 1** **PB p33** Listen and colour. Say the sentences.

Aim: to review *I've got* and toys and colours

- Point to the first picture and ask *What's Gina got? A ball? No. What is it?* Help the class to say *A plane*.
- Repeat with the other pictures.
- Play the CD. Students listen for the toy words and colours. Pause after the first line to check that they have found the correct toy before they colour.

- Check answers by saying *I'm (Gina). I've got a plane. What colour is it? (Green)*.

Key: plane: green, kite: blue, teddy bear: orange, rope: yellow, doll: purple, ball: red
Audio script page T102

Practice

2 **AB p33** Draw and describe three toys. Listen and draw a friend's toy.

Aim: to practise talking about possession

- Point to the shop window at the top. Say *It's a toy shop window* and add the name of a toy shop in your town, if possible, to support the meaning.
- Point to the toys at the side of the page and say *Choose three toys. Draw them in the shop window*. Demonstrate by drawing three toys in a rectangle on the board. Say *I've got a ...* and elicit the three words.
- Circulate as they draw, asking *What have you got?* You could also ask about the colours that they are using.
- In pairs, Student 1 keeps his/her picture hidden and describes it using *I've got*. Student 2 listens and draws the toys in the other shop window.
- They then swap roles.

Extension activity

Aim: to practise toys and *I've got*

- Students sit in a large circle. Hand out up to six real toys or toy flashcards. Point to a student who has a toy and ask e.g. *What have you got? (I've got a plane)*. Do the same with the others who have toys.
- Play some music. Students pass the toys/flashcards to the left. When the music stops, the students with toys/flashcards say what they have got.

Ending the lesson

Aim: to review talking about possession

- Draw four toys on a piece of paper so that your students can't see them. Say e.g. *I've got a kite, a rope, a teddy bear and a ball*. Repeat the list.
- Ask *What have I got?* Invite a volunteer to repeat the list (*A kite, a rope ...*). If he/she is correct, show the picture and say *Yes! I've got a kite, a rope, ...* etc. If not, invite another student to try.

2 CD1
47

Listen and colour. Say the sentences.



Listen and act. Listen and match.



1

2

3

4

5

6



Aims: to stimulate the students' imagination through listening and acting out

New language: *throw, catch, bounce*

Recycled language: *throw, ball, Oh no! look at, rope, catch, bounce, put, in, your, bag*

Materials: CD 1, coloured pencils or crayons, coloured paper, Unit 4 toy mini cards: AB page 94 (optional)

Language competences: Your students will be able to listen and do actions to demonstrate meaning.

Warm-up

Aim: to review the new toy words

- Play *Pictionary* with the six toy words. Start drawing one of the toys on the board and encourage the students to guess what it is as soon as they can.

Practice



PB p34 Listen and act.

Aim: to practise following instructions

- With books closed, say the instructions with the CD. Show the students a clear mime for each action, e.g. 1 throwing a ball up in the air, 2 pointing to an imaginary ball in a tree, 3 throwing a rope, lasso style in circles first, to try and dislodge the ball, 4 catching the ball as it falls out of the tree, 5 bouncing the ball as if walking home with it, 6 putting the ball away in a bag.
- Play the CD again. This time say *Listen and act!* for students to join in with the mimes.

Audio script page T102



PB p34 Listen and match.

Aim: to practise listening and ordering pictures

- Point for students to say the numbers 1–6.
- Play number 1 and demonstrate drawing a line from the big 1 to the picture of the girl throwing the ball up. Run your finger around the frame and say *Number 1 is yellow*.
- Play the rest of the audio. Students draw lines from the other numbers to the correct pictures.
- Check answers by saying a number and asking.

Key: 1 yellow, 2 purple, 3 orange, 4 green, 5 red, 6 blue

Audio script page T103

Practice



AB p34 Look and count. Circle the numbers.

Thinking skills: counting and paying attention to visual details

- Point to the picture. Say *Look! A window in a toy shop. What can you see?* Students name the toys.

- Then focus on the table with the numbers. Point to the first picture and say *Kite*. Point to the picture of the shop window and ask *How many kites?* Explain in L1 that students have to count all the kites in the shop, not just the ones that look the same as the one in the table.
- Give students time to count. Ask *How many kites?* (*Seven*). Say *Yes. Seven kites*.
- Students count the other toys and circle the numbers.
- Check answers by asking *How many (balls)?*

Key: 7 kites, 9 balls, 6 dolls, 10 teddy bears, 8 planes, 5 ropes

Extension activity

Aim: to review toys

- Give instructions for actions that students can do with the Unit 4 toy mini cards, e.g. *Fly the plane* (demonstrate by moving the card, not throwing it). *Pick up the teddy bear. Put it in your pencil case. Throw the ball* (just down onto the desk). *Stand up. Put the rope on your chair*.
- Students play the same game in pairs.

Ending the lesson

Aim: to review action verbs

- Mime an action. Students say the verb or the whole sentence if they can, e.g. *bounce the ball, throw the ball, read a book, close your eyes, pick up your pencil, clap your hands*.

Aims: to review talking about possession, to sing a song with the class

New language: *I haven't got (a kite), That's right, We've got*

Recycled language: *toys, I've got a (ball), play*

Materials: CD 1, flashcards (toys), Unit 4 toy mini cards: AB page 94 and scissors (optional)

Language competences: Your students will be able to join in with a song.

Warm-up

Aim: to review talking about possession and toys

- Draw a shelf on the board. Then ask students to draw a shelf and choose four Unit 4 mini cards to place on their shelf.
- Stick four toy flashcards on your shelf on the board and describe the toys by saying *I've got (a ball),...etc.* Ask *Who has got the same toys as me?* Encourage the children to describe their mini toys on their shelf, using *I've got*. They need to have the same cards, in the same order as those on the board to win.
- The winners can come to the board to choose the next four toys to place on the shelf.

Presentation



PB p35 Listen and sing.

Aim: to review talking about possession and sing a song

- Play the song. Students listen and point to the toys.
- Point to the top picture. Ask *What's Polly got? A kite? No? What?* Students list the toys (except kite).

- Ask *Is Polly happy? (No, sad)*. Ask in L1 why she is sad and what she would like to play with.
- Point to Leo in the bottom picture. Ask *What's Leo got? (A kite)*.
- Play the song again. Students mime being the characters.
- Explain *That's right* and *Play with me* in L1.
- Point to the sad picture of Polly. Say sadly *I haven't got a kite*. Ask the class to guess the meaning in L1.
- Play the song again for students to join in.
- Use the karaoke version (see Extension activity).

Audio script page T103

Practice



AB p35 Listen again. Complete the toys.

Aim: to review the song lyrics and to develop pencil control

- Play the audio again.
- Use the example to explain the activity.
- Students complete the rest of Polly's toys in the picture.
- Check answers by saying *What has Polly got? (A ball, a plane, a doll, a rope, a teddy bear)*.
- Students look at the smaller picture. Ask *What has Leo got in the song? (A kite)*. Say *Yes, Leo says 'I've got a kite. Play with me.'* Students complete the picture by drawing a kite.

Audio script page T103

Extension activity

Aim: to practise the song

- Divide the class into two groups.
- Play the song or the karaoke version. One group practises the verse where Polly sings. Encourage them to sing sadly. The other group practises Leo's lines.
- Students stand up. Play the song two or three more times with half the class singing Polly's part and the other half singing Leo's part. They all sing the last two repeated lines.
- Put students in pairs – one from the 'Polly' group and one from the 'Leo' group – for students to sing to each other. Again, they both sing the last two repeated lines.

Ending the lesson

Aim: to practise the song

- In pairs, students act out the story of the song. 'Polly' sits down and says sadly *I've got a plane*, etc. (see opposite).
- 'Leo' walks over and says *I've got a kite. Play with me*. 'Polly' looks very happy and says *Thank you!*
- Invite pairs of students to perform their role play in front of the class.
- Students can cut out the Unit 4 toy mini cards and use them as props.



Listen and sing.

4

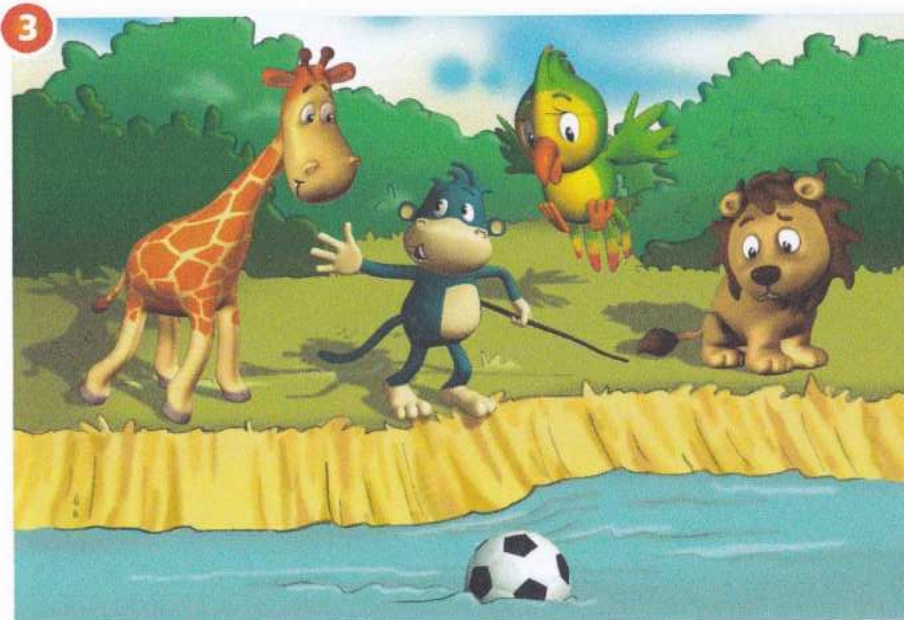
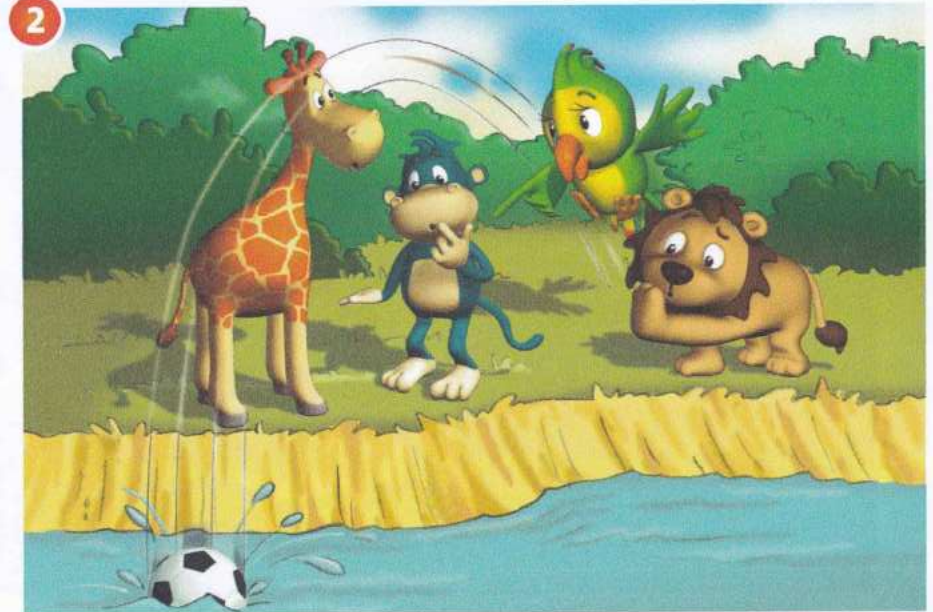


Family
fun!

Singing for pleasure

35

The ball



Aims: to present a picture story, to review language from the unit

Skills: listening and following a picture story

New language: *This is fun, Where's ...? Be careful! Help! Mr Crocodile*

Recycled language: *Oh no! ball, look, I've got an idea, come with me, yummy, we've got, now, thank you*

Materials: CD 1, props for acting out the story (optional): character masks, home-made hat/mask for Mr Crocodile, a soft ball, a stick

Language competences: Your students will be able to listen and follow a picture story.

Warm-up

Aim: to review numbers 1–10

- Say a number. Students hold up the correct number of fingers. Repeat several times.
- Invite volunteers to say the numbers.

Presentation



PB pp36–37 Story: The ball

Aim: to listen and follow a picture story

- Point to the picture on PB page 32. Ask in L1 if the students can remember what the characters decided to play with. Elicit the word in English (*a/the ball*).
- Help students to turn back to PB pages 36–37. Ask in L1 where the characters are (near a river).
- Play the CD. Students follow in their books.
- Play the story again, pausing after each picture to confirm what's happening in L1. For example, after picture 2, ask where the ball is. After picture 3, ask what Mike's idea is.
- Say the word *crocodile* in a scary way and ask the students what it means in L1.

Audio script page T103

Practice

5 **AB p36** Draw the ball and the stick.

Thinking skills: paying attention to visual details

- Point to the first picture and then gesture to the whole story. Ask *What number is it? Picture ...?* Students find the correct picture in the main story and answer *Two*. Ask *What's missing? (A ball)*. Say *Draw the ball*. Explain in L1 that students need to draw the ball in the same place as it appears in the story (i.e. in the river in this case).
- **Note:** Students can share PBs if space is tight.
- Students compare the pictures with the main story and draw in the other missing ball and sticks.
- Circulate and ask *What's missing?* and *Where is it?* Students answer in L1.

Key: 1 the ball in the river (story picture 2),
2 the stick in two parts either side of the crocodile's mouth (story picture 5),
3 the stick in Mike's hand (story picture 4),
4 the ball near Leo and Polly (story picture 1)

Extension activity

Aim: to reinforce understanding of the story

- Invite five volunteers to the front. Students act out the story with your help, using the character masks and other available props (see 'Materials').
- Encourage students to use key language from the story.
- Invite other students to come to the front and act.

Ending the lesson

Aim: to practise new language from the story

- Point to picture 4. Ask *Is Leo happy? (No)*. Ask *How is Leo feeling? Angry? (No, scared)*. Say *Yes. He's scared. He says to Mike 'Be careful!'*
- Explain in L1 that we say *Be careful!* when something is dangerous and we don't want someone to get hurt. Practise saying the phrase with real feeling.
- Point to picture 6 and ask *Is Mike happy? How is he feeling? (Scared)*. See if any of the students can remember what he says in the story (*Help!*). Practise saying the word, again with real feeling.
- In pairs, students practise this short exchange: Student 1 (pointing to an imaginary crocodile): *Be careful!*
Student 2: *Help! A crocodile!*
Encourage them to act with plenty of emotion.

Aims: to talk about the meaning of a story, to review language from the unit

Thinking skills: interpreting the values in a story

Recycled language: language from the story

Materials: CD 1, coloured pencils or crayons, number mini cards from Units 1 and 4: AB pages 98 and 94 and scissors (optional)

Language competences: Your students will be able to interpret the deeper meaning of a story.

Warm-up

Aim: to review the numbers 1–10

- Hand the number flashcards out to 10 students and ask them to stand in a line from one to ten. You can choose a couple of students to direct the others.

Practice



PB pp36–37 Story: The ball

Sticker and story values

Aim: to review the story

- Ask the students to tell you in L1 what they remember about the story on PB pages 36 and 37.

Aim: to think about the meaning of the story: working together

- Play the story again (CD 1 Track 53), pausing at appropriate points to discuss in L1 the values shown. Establish that Mike needs Gina's help in picture 3 and that they work together. Point out too that Leo is helping Mike in picture 4 by saying *Be careful!*
- Hold up your book and point to the last frame and say *Let's look for a sticker*. Help students find the Unit 4 story sticker at the back of the book and ask them to peel off the sticker. Then say *Find page 37 and stick*.

- Elicit from the students, in L1, what the sticker shows (Mike holding the ball with his friends around him). Ask in L1 who helped Mike get the ball (*Gina*). Explain in L1 that it is a good idea to work together and help each other.

Audio script page T103

6



AB p37 Complete the faces with ☺ or ☹.

Thinking skills: applying values from the story to new situations

- Ask students in L1 for examples of times when they have worked together (at home or at school, maybe in a team sport).
- Say *Look at the pictures and think. Which picture is right?*
- Talk about the pictures and establish that in the first picture the children can't manage to launch their kites on their own, but that they can do it together in the other picture.
- The children draw a happy face for the second picture. Circulate and check. As an option the children can colour this picture.

Extension activity

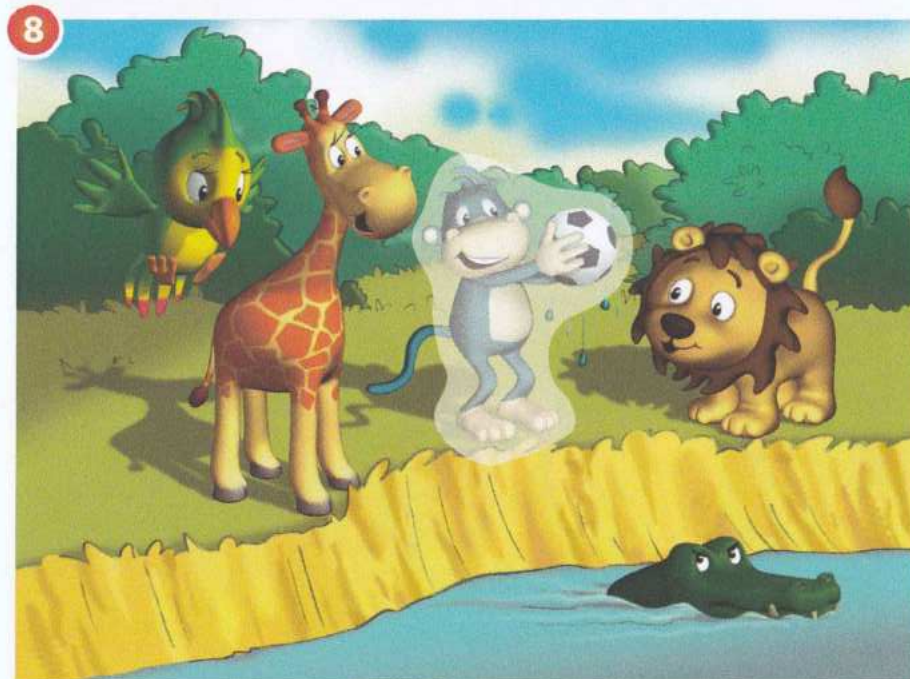
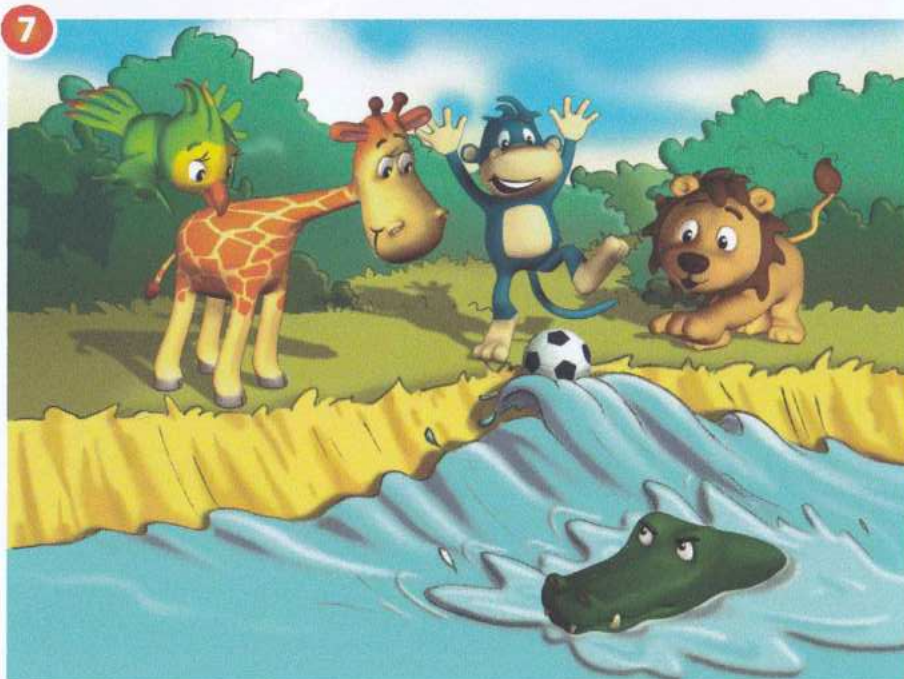
Aim: to practise numbers 1–10

- Students cut out the Unit 4 number mini cards (7–10) and put them together with the Unit 1 number mini cards to make a set of ten cards.
- Say a number. Students hold up the correct card.
- In pairs, students play the same game.

Ending the lesson

Aim: to practise the unit song

- Discuss in L1 the values shown in the song on PB page 35. Leo helps Polly by sharing his kite and they then play together.
- Play the song (CD 1 Track 50) for students to join in as much as they can. Encourage them to show the different emotions in the two verses.



Playing outside

6 CD1
54

Listen and point. Say the number.

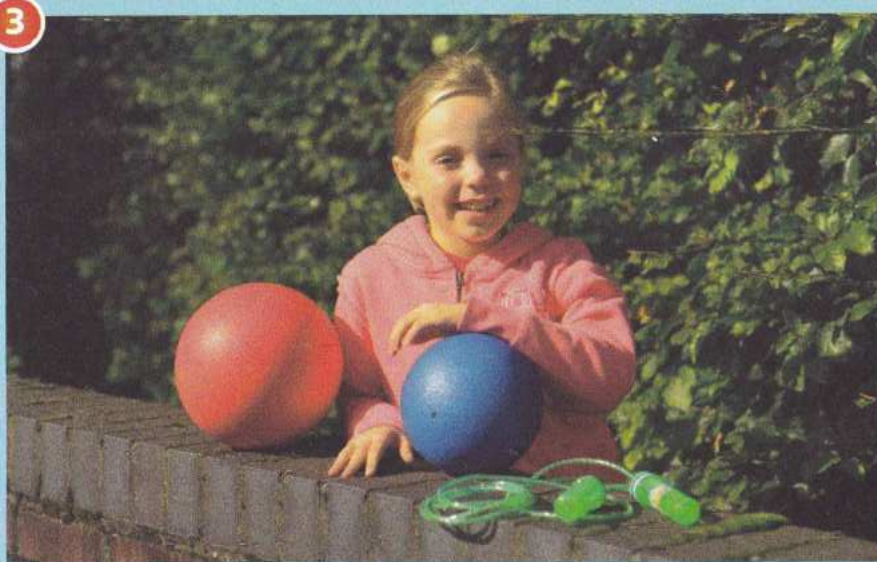
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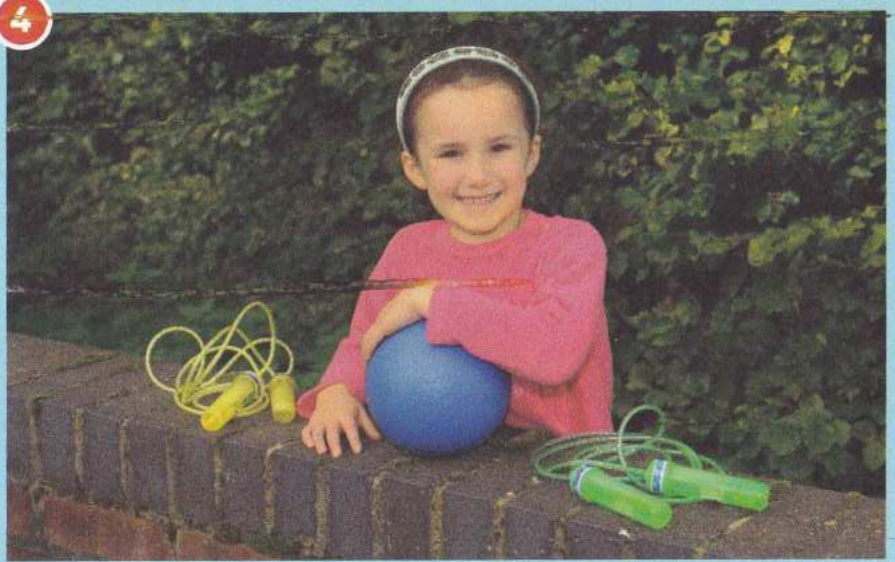
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3



4



Aims: to review language from the unit, to encourage children to reflect on their learning, to learn verbs for physical action

New language: *hop, skip, jump, throw, catch, bounce*

Recycled language: colours, classroom objects, toys, classroom instructions

Materials: CD 1, flashcards (classroom objects and toys) or real objects and toys, skipping ropes and balls (optional)

Language competences: Your students will be able to use six action verbs.

Warm-up

Aim: to review describing the colour of possessions

- Put a selection of classroom objects and toys, each of a colour that students know, on your table.
- Hold up each object. Say *Look! What have I got?* Students answer e.g. *A (blue) (book)*. Say *Yes. I've got a (blue) (book)* and put each object in a bag.
- Ask *What have I got in my bag?*
- Invite a volunteer to say one of the things, e.g. *A (blue) (book)*. If it's correct, take the object out and say *Yes. I've got a ...*. If not, say *No, sorry. I haven't got a ...*. Repeat until all the objects are out of the bag. Give colour clues or mime to help if necessary.

Practice



PB p38 Listen and point. Say the number.

Aim: to present verbs for physical actions

- Ask students to look at the photos and say any actions they know. Then tell them that they need their coloured pencils. Say *Listen and colour*. Play the audio for the children to colour in the white circles.
- Check the answers by asking *What colour is number 1? (Green)*. Play the audio again for the students to repeat the actions.
- Play the audio again and mime each action as you hear the words. Encourage the students to copy you. Practise again without the CD but tell students they can look at the photos if they need to.
- When your students are confident with the actions, give them a sequence of instructions to remember, e.g. say *Jump, hop, jump* or *throw, catch, bounce* and see if the students can remember and act out all three. They could then do this in pairs.

Audio script page T103



AB p38 Make a paper plane.

Aim: to follow instructions and make a plane

- Give the students time to look at the pictures. Point to the final picture and ask *What is it?* (A plane).

- Go through pictures 1-5 step by step, explaining first in English then in L1:
Fold your paper down the centre and then unfold it.
Fold two ends in to make a point.
Fold the long sides into a point.
Fold the nose point back.
Fold each of the wing tips back.
- When students have made their planes, they decorate the wings as in picture 6. Circulate and ask *What colour is this?*
- Invite the students one by one to fly their planes safely away from other people. If possible, take them to an open space where they can all fly their planes together.

Extension activity

Aim: to practise listening and following instructions

- Play 'Simon says' with the instructions given below. For procedure, see page T10.
Sit down, Stand up, Pick up your ..., Put your ... on your desk/chair, Put your ... in your bag/pencil case. Close/Open your eyes, Jump, Hop, Skip, Throw the ball, Catch the ball, Bounce the ball, Do a star jump. Point to your nose/ears/mouth/teeth.

Ending the lesson

Aim: to review verbs and giving instructions

- In pairs, students take it in turns to give the instructions and mime the actions.

Aims: to review language and values from the unit and to encourage children to reflect on their learning

Recycled language: jungle animals, run, walk, swim, snap, hiss, roar, stomp, Walk through the jungle, home, Turn around, It's a big/small ...

Materials: CD 1, flashcards (jungle animals), coloured pencils or crayons

Language competences: The children will be able to use language from the unit. They will be able to reflect on their learning.

Warm-up

Aim: to review jungle animals, noises and actions

- Give instructions to revise verbs and animal noises (*Run! Walk! Jump! Swim! Snap! Hiss! Roar! Stomp!*). Then do the actions/make the noises in their places.
- Ask the children to sit in a circle. Name each child with a jungle animal, around the circle, e.g. *tiger, rhino, elephant, snake, spider, crocodile*. Then say, e.g. *Elephants! Stomp!* All the children who are elephants go into the centre of the circle and stomp around. Then say *Elephants! Sit down!* Repeat for the other animals and actions/noises (e.g. *Spiders! Walk!; Tigers! Run!; Crocodiles! Swim!*). Then repeat the game, but naming the groups in different orders. Sometimes repeat animals so that a group of children have to go into the centre twice in succession.

Revision



PB p39

Listen and colour.

Listen and act.

Thinking skills: noticing details

- Point to the picture on PB page 39. Say *Look at the jungle. What can you see?* Elicit the jungle animals (*elephant, spider, etc.*), *trees, flowers and river*. Ask *Can you see pets? Where? Look and circle*. Point to one of the hidden pets if necessary (e.g. the goldfish in the bowl). Make sure the children realise they are looking for animals which don't usually live in the jungle. Circulate and help as necessary. Check answers with the whole class.

Audio script page T103

8

AB p39

Say the words. Colour the circles.

Aim: to create a record of learning

- Students colour the circles if they can say the words on their own. Ask them all to use the same colour or let them use any of the six colours that they know.
- Circulate and ask students to say the words.
- **Option:** From Unit 4 onwards, this self-evaluation activity offers the option for students to trace the initial letter of each word, if you think they are ready for this.

Extension activity

Aim: to practise animals and instructions from the unit

- If possible, move your class into the school gym or an empty classroom.
- Say *Walk through the jungle*. The children walk around the space as if in the jungle (placing feet carefully, parting vegetation, etc.). Say *Walk at home*. Show the children how to walk around normally, as if in a house. They copy. Repeat these two instructions so the children get used to swapping between the styles of walking.
- Add in instructions from the unit, e.g. *Walk through the jungle. What's that? Turn around ...* The children turn around, looking scared. Say *It's a big tiger! Run!* The children run. After *Walk at home* say, e.g. *What's that? Turn around ... It's a small cat! Say 'Hello, cat!'* Continue in this way, swapping between jungle animals and domestic animals.

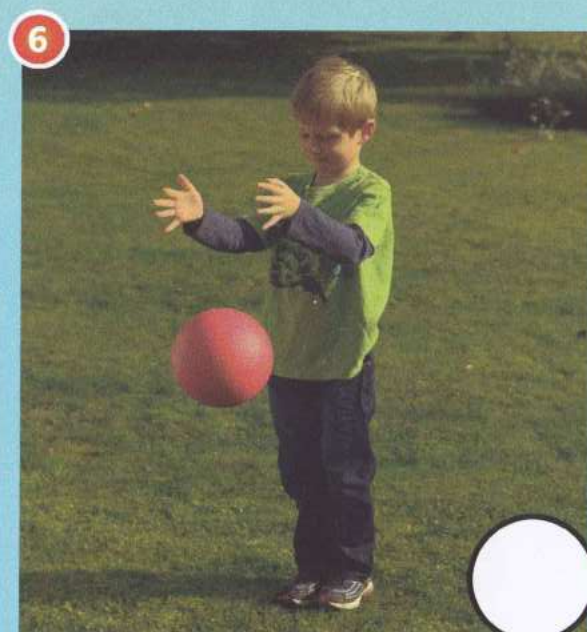
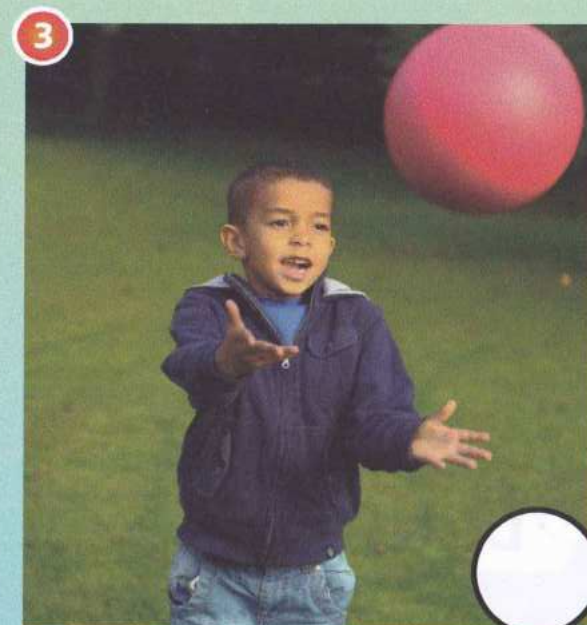
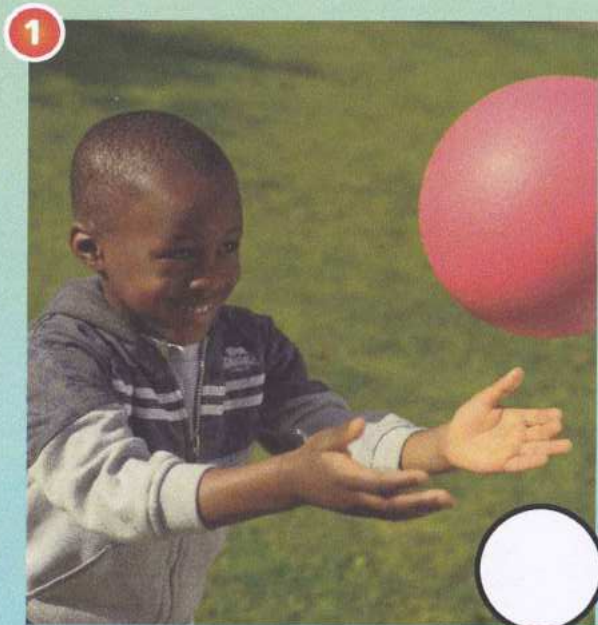
Ending the lesson

Aim: to review language from the unit

- Play the children's favourite game from the unit or sing the unit song.

Phonics

- See page T88 for Unit 4 Phonics.



5

My house

1 CD2
02

Listen and point. Say the words.

1 bath

2 cupboard

3 bed

4 sofa

5 table

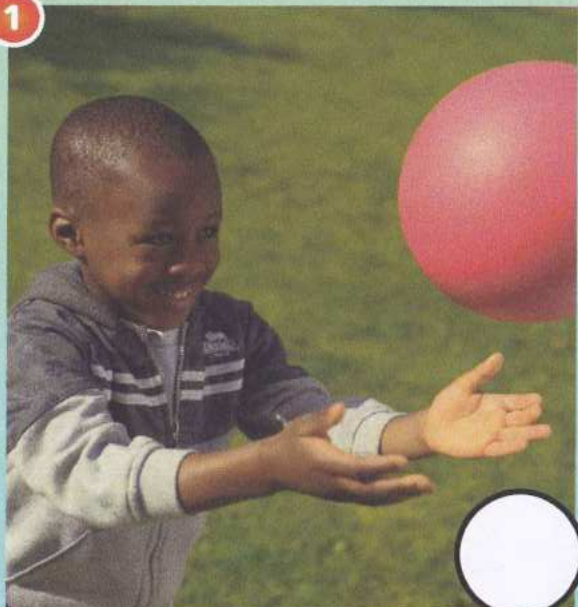
6 armchair



Think!

Listen and colour. Listen and act.

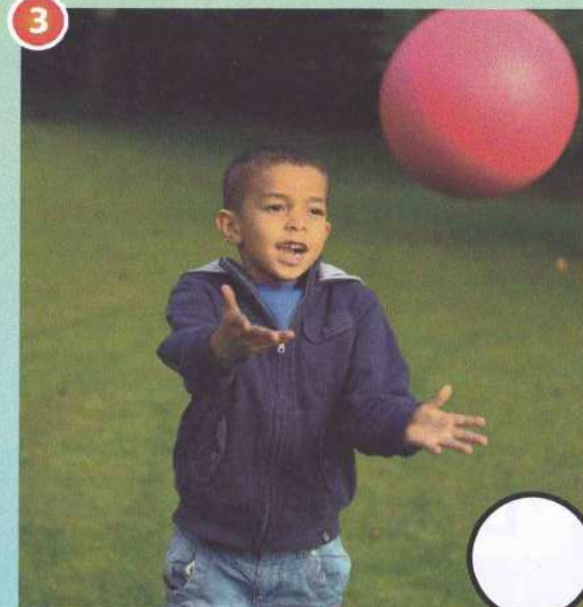
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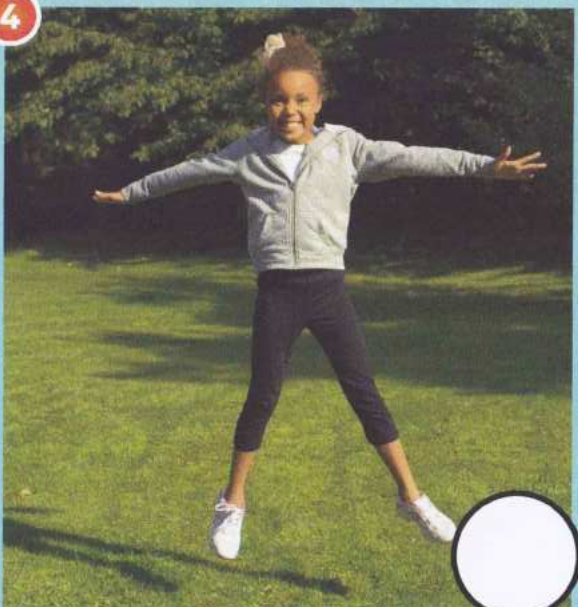
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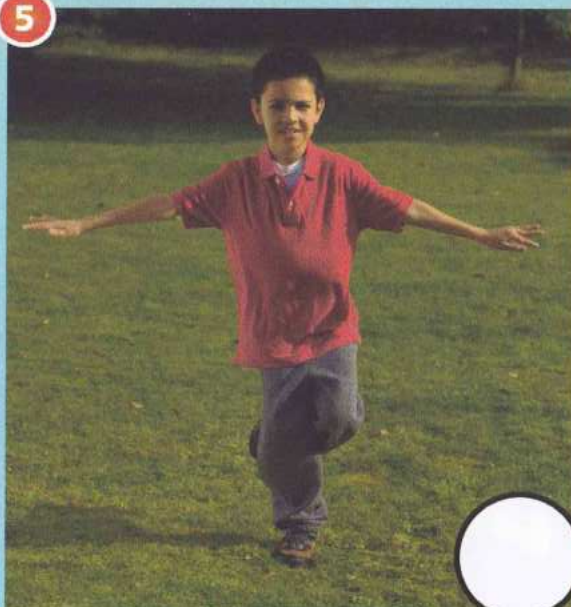
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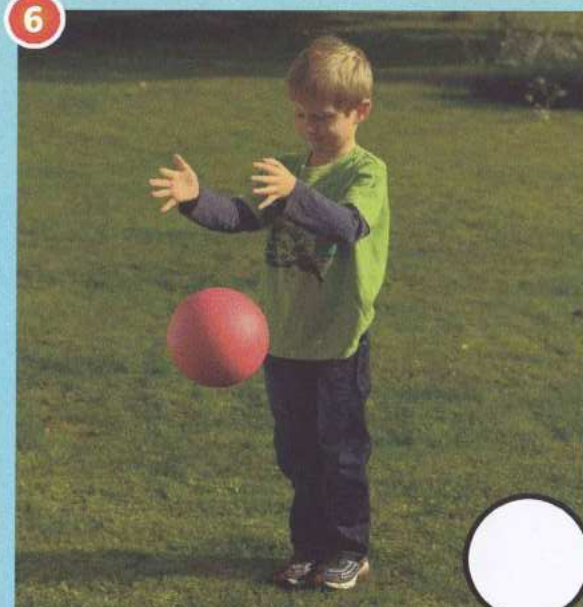
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5



6



5

My house

1 CD2
02

Listen and point. Say the words.

1 bath

2 cupboard

3 bed

4 sofa

5 table

6 armchair

Aims: to present and practise furniture, to say a chant with the class

New language: *bath, cupboard, bed, sofa, table, armchair What are you doing?, teddies, everywhere*

Recycled language: *This is my, sorry, Where's...?, cap, teddy, in, on, colours*

Materials: CD 2, flashcards (toys) or real toys, coloured pencils or crayons, Unit 5 mini cards: AB page 94 and scissors

Language competences: Your students will be able to name furniture. Your students will be able to join in with a chant.

Warm-up

Aim: to review toys and instructions

- Review the toys with flashcards or real toys.
- Give students instructions to carry out with the flashcards/toys, e.g. *Put the (ball) on my chair.*

Presentation



1 PB p40 Listen and point.

Say the words.

Aim: to present furniture

- Point and ask *Who's this?* (*Mike, Dad, Mum, etc.*).
- Tell the students in L1 that they are going to learn the words for some of the furniture in Mike's house.
- Play the first part of the audio and establish in L1 that Mike has lost something. (You could either present the word *cap* or wait until the story.)
- Play the rest of the audio. Students point to the numbered pictures.
- Play the CD again. Students repeat the words.

Audio script page T103

Practice



1 PB p82 Listen and chant.

Aim: to practise furniture items

- Play the chant. Students point to the teddies on and in the furniture.
- Play the chant again for students to join in.
- Check the meaning of the chant by asking *Point to the teddy on the cupboard, etc.*

Audio script page T103



Think!

AB p40 Match and say the sentences.

Thinking skills: recognising shapes

- Use the example to show students what to do. They match the jigsaw pieces by looking at the shapes.
- Focus on the written form if you wish, but students do not need to read the words in order to do the activity.
- Circulate and ask students *What's this?* Check that they have matched the jigsaw pieces correctly.

- Then tell them in L1 to colour each item in a single colour, using any of the colours that they know.
- Circulate again, this time asking *What's this? What colour is it?* Say Yes. *You've got a (red) (sofa).*
- In pairs, students describe their pictures e.g. *I've got a (purple) (bath).*

Extension activity

Aim: to practise furniture items

- Ask students to turn to AB page 94 and cut out their Unit 5 mini cards, helping where necessary.
- Play the chant again and ask students to hold up the correct mini card when they hear it mentioned.

Ending the lesson

Aim: to practise furniture items

- Agree as a class on a mime for each item of furniture, e.g. stretching out on a sofa with your hands behind your head, sitting at a table with a knife and fork eating, etc.
- Say the words for students to do the mimes.

Aims: to present and practise *in, on* and *under*, to review furniture

New language: *in, on, under*

Recycled language: toys, furniture

Materials: CD 2, flashcards (classroom objects and toys) or real objects

Language competences: Your students will be able to say where things are.

Warm-up

Aim: to review language from the chant

- Draw large simple items of furniture on the board: a bath, a table, a sofa, a bed, a cupboard with open doors and an armchair.
- Point to the drawings. Students say the words.
- Put the *teddy bear* flashcard on one of the drawings so that it looks as if it is, e.g. on the table. Say *Look! A teddy on the table. Where's teddy?* (*On the table*).
- Move the teddy to different positions (in/on the cupboard, in the bath, etc.) and ask *Where's teddy?*

Presentation



PB p41 Listen and circle. Listen and answer.

Aim: to present *in, on* and *under* and review furniture

- Say *Look at the pictures. Listen and point* and play the CD for the students to familiarise themselves with the details.

- Say *Listen and circle* and play the audio again for the students to circle the correct picture.
- Ask questions about the pictures on PB page 41, e.g. *Where's the plane?* (*Under the table*).
- **Note:** You may prefer to use the word *desk* if yours is the same design as the students' desks. Explain in L1 if necessary that a desk is always for studying, never for eating.

Audio script page T103

Practice



AB p41 Find the toys.

Thinking skills: paying attention to visual details

- Say *Look at the house. There are six toys in the house – a teddy bear, a rope, a ball, a kite, a doll and a plane. Where's the kite?* Students find it and say *Under the bed*. Gesture that they need to circle it.
- Give students time to find the other toys.

Key: kite: under the bed, doll: in the cupboard (in the bedroom), teddy bear: under the sofa, rope: on the armchair, plane: on the table (in the living room), ball: in the bath

Extension activity

Aim: to review vocabulary with *in, on* and *under*

- Arrange at least eight classroom objects and toys (or flashcards) in places known to the students (e.g. on or under a desk, chair or table, in a bag, in or on a cupboard). Students watch.
- Say sentences e.g. *It's under my desk. It's blue*. Students put up their hands when they know the answer. They say, e.g. *A book!*
- Make the activity competitive by dividing the class into two or more teams and giving the teams points if they are first to say the item.

Ending the lesson

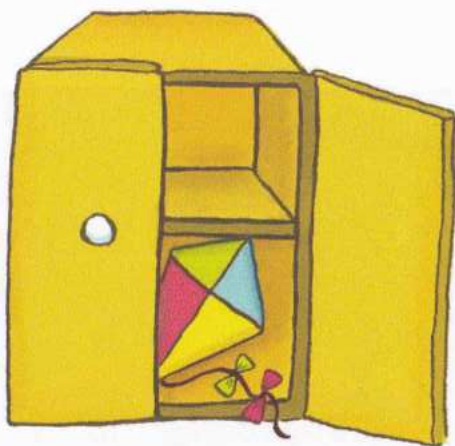
Aim: to practise saying where things are

- Make sentences referring to the activity in the PB, e.g. *It's under the armchair*. Students say the correct toy.
- In pairs, students do the same with the activity in the AB.

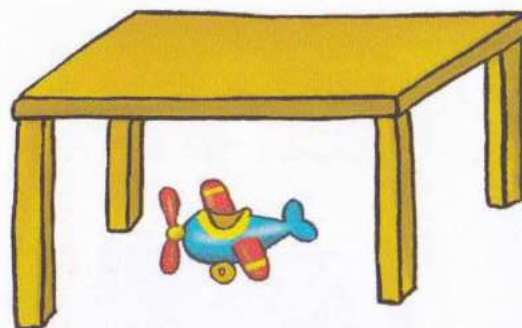
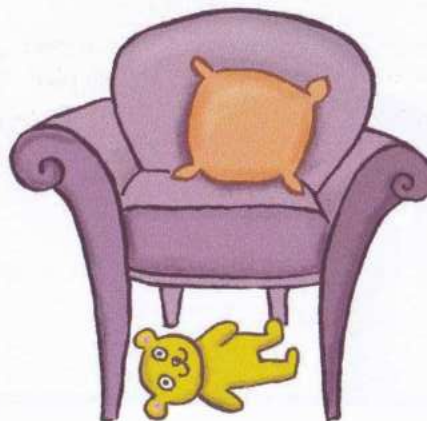
2 CD2
04

Listen and circle. Listen and answer.

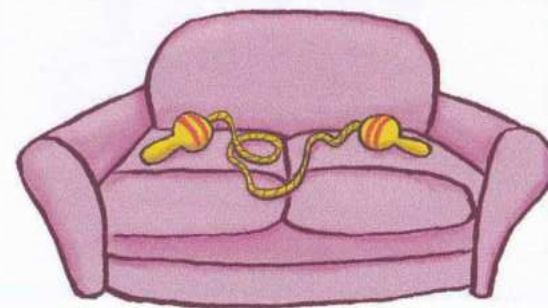
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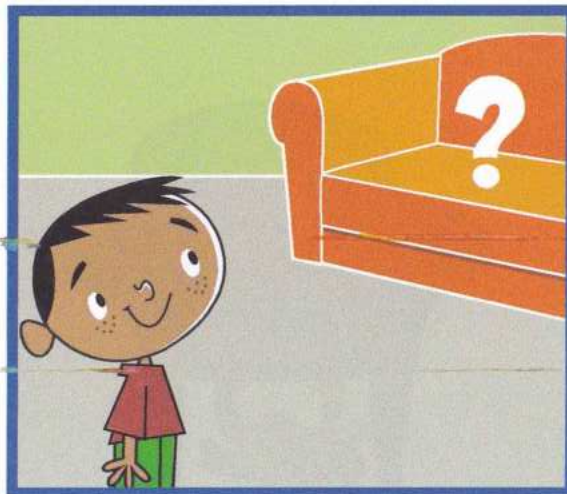
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3



Listen and act. Listen and match.



1

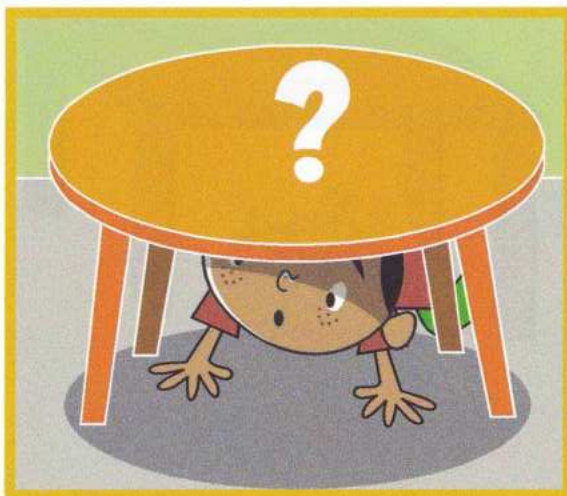
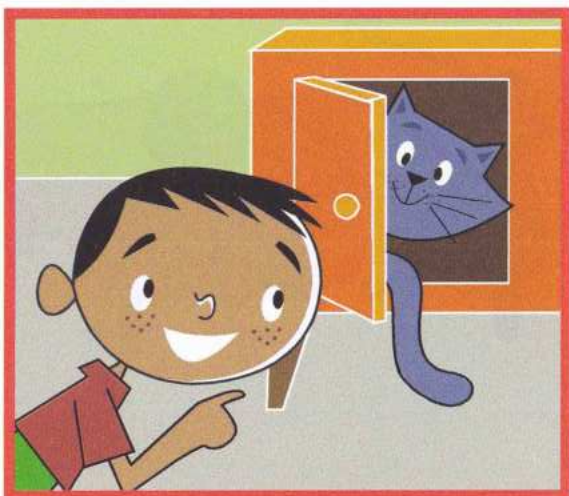
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Aims: to stimulate the students' imagination through listening and acting out, to practise listening to and following instructions

New language: *No, it isn't there*

Recycled language: *look, listen, in, on, under, sofa, table, cupboard*

Materials: CD2, Unit 5 mini cards: AB page 94

Language competences: Your students will be able to listen and do actions to demonstrate meaning.

Warm-up

Aim: to preview *It isn't there*

- Before the lesson, place an item in a fairly obvious place (e.g. a book under the table). Pretend to look for your book, saying *Where's my book? Ah! I think it's in my bag*. Pretend to look and say *No, it isn't there*. Repeat the language, looking in another place.
- Ask students *Where's my book? Can you see it?* Students say *(It's) under your table*.
- Say *Oh! There it is! Thank you*.

Practice



PB p42 Listen and act.

Aim: to practise following instructions

- With books closed, play the audio and show the class a clear mime for each action, e.g. 1 hand on your forehead to demonstrate looking, 2 hand cupped behind your ear and miaow like a cat, 3 pointing to your eye and then whatever mime you and the class chose for sofa in the first lesson, 4 pointing to your eye and then whatever mime you all chose for table, 5 shaking your head, 6 pointing and smiling and then whatever mime you chose for cupboard.
- Say *Listen and act!* and play the audio again encouraging the students to copy your mimes. Say the instructions in a different order and see if they can mime them.

Audio script page T103



PB p42 Listen and match.

Aim: to practise listening to details

- Ask the students to open PB page 42 and look at the pictures and numbers together. Say *Listen and match*. Play the first line of the audio and demonstrate drawing a line from the big number 1 to the picture showing the boy thinking with the cat's tail visible. Say *Number 1 is purple*.
- Play the rest of the audio. Students draw lines from the other numbers to the correct pictures.
- Check the answers by saying a number and asking *What colour?* Or asking students to mime the action. Also encourage students to say some words or phrases from the audio.

Key: 1 purple, 2 green, 3 blue, 4 yellow, 5 orange, 6 red.

Audio script page T103



AB p42 Find pairs and circle.

Aim: to practise paying attention to detail and saying where things are

- Point to the first circled picture and say *Look! The teddy is on the ... (bed)*. Say *Yes! The teddy is on the bed*. Point to the second circled picture and say *The teddy is on the bed. A pair*.
- Students find pairs of pictures and circle them. They could use a different colour to circle each pair.

- Check answers by choosing volunteers to point to the pictures and to describe the pairs using full sentences.

Key: The book is on the table. The rope is under the sofa. The doll is in the bath. The plane is in the cupboard.

Extension activity

- Draw a pencil on the board, leaving space around it to draw in an item of furniture. Then ask *Where's the pencil?* and shrug your shoulders.
- Start to add to your drawing a line at a time for the students to guess, e.g. *On the cupboard!* You could use any furniture from this lesson, *chair* or *bag*.
- If you are a confident artist, you could introduce unexpected combinations such as *on the crocodile*, *under the elephant*, etc.
- Invite volunteers to take your place.

Ending the lesson

Aim: to review furniture and practise instructions

- Say the instructions again but this time change the animal and the three items for furniture. You can elicit ideas from the children. Then say the new instructions again and make new mimes for them.

Aims: to review talking about where things are, to sing a song with the class

New language: *tidy up, put (your toys) away, no more play*

Recycled language: furniture, toys, *put, in, under, on*

Materials: CD 2, flashcards (furniture)

Language competences: Your students will be able to join in with a song. Your students will combine known and new language to talk about tidying up.

Warm-up

Aim: to review furniture

- Show a furniture flashcard. Using either the right word or the wrong word, say *It's a (sofa)*. Students say *Yes, (it's a sofa)* or *No, (it's a table)*. Repeat several times.

Presentation



PB p43 Listen and sing.

Aim: to review instructions and sing a song

- Look at the picture together and ask: *Who can you see? Where are they?*
- Play the song. Students listen and point to the four smaller pictures as they hear the toys mentioned.
- Point and say *Oh dear! Look at Mike's bedroom. Where's the plane? (On the bed). Where's the doll? (Under the chair). Ask Is Mike's mum happy? (No, angry). Say Mike's mum says 'Tidy up, Mike! Tidy up your bedroom!'* Confirm the meaning of *tidy up* in L1. Ask if students tidy their bedrooms.

- Point to the first of the smaller pictures and say *Mike is tidying up. Where's the kite now? (In the cupboard)*. Repeat with the other pictures. Confirm the meaning of *put away* in L1.
- Play the song again for students to join in by singing the instructions *Put the kite in the cupboard*, etc. and the chorus.
- Use the karaoke version (see Extension activity).
Audio script page T103

Practice



AB p43 Listen and draw lines.

Aim: to review the song lyrics

- Point to the example and say *Mike tidies up. Where is Mike's kite? (In the cupboard)*.
- Students draw lines to link the other items to the correct places, following the lyrics of the song.
- Check answers by playing the song, pausing after each instruction to ask, e.g. *Where's the (kite)?*

Key: plane: under the bed, doll: on the bed, teddy: on the chair

Audio script page T103

Extension activity

Aim: to practise the song

- Teach a different version of the song, adapting the idea below as necessary for your own classroom and feeding in any new vocabulary.
Tidy up, tidy up. Put your things away!
Tidy up, tidy up. Put your things away!
Put the (pencils) in the (cupboard).
Put your (books) on (my desk).
No more work today.
Put your things away!
- You could use this song at the end of any lesson when you have some extra time and things to tidy away.

Ending the lesson

Aim: to practise giving instructions

- Students act out the story of the song in pairs (without singing). One student is Mike's mum, looking very angry and saying *Tidy up! Put the (kite) (in) the (cupboard)*. The other student mimes following the instructions.
- Students can use other toys and places if they want.
- Students swap roles.

Listen and sing.



The cap

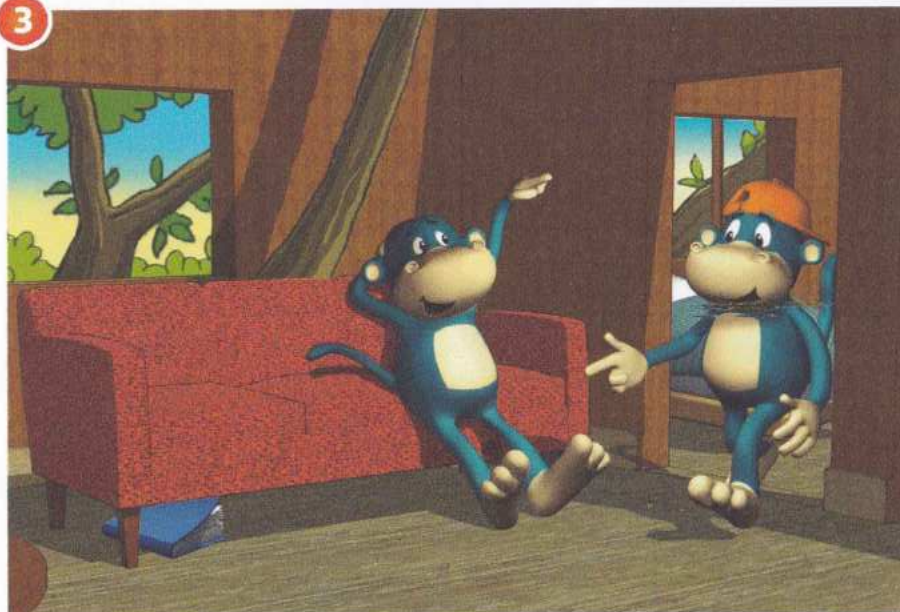
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Aims: to present a picture story, to review language from the unit

New language: *of course*

Recycled language: *in, on, under, It isn't, head, cupboard, sofa, table, your, cap, it's, yes, mum*

Materials: CD 2, props for acting out the story (optional): character mask (Mike), home-made hats/masks or props for Mike's sister, brother, mum and grandma, a cap

Language competences: Your students will be able to listen and follow a picture story.

Warm-up

Aim: to review *tidy up* and *put away*

- Before the class, make the room untidy, e.g. with pencils and rubbers laid out on your table, books on the floor, bags on desks, chairs around the room.
- Look horrified and say *Oh no! Look! There are (pencils on my desk). There are (books on the floor). Say Let's tidy up! Let's put things away.*
- Give students instructions with *tidy up* and *put away* to tidy the room, e.g. *Let's tidy up the pencils. Put the books away in the cupboard.*
- Mike's mum was angry but you may prefer to use *please*.

Presentation



PB p44-45 Story: The cap

Aim: to listen to and follow a picture story

- If you talked about Mike's cap on PB page 40, help the students to turn back. Discuss in L1 how the story started before looking at PB pages 44 and 45.
- If not, simply remind the students that Mike was looking for something and give them time to look at the story pictures on PB pages 44 and 45.
- Play the CD. Students follow in their books.

- Play the story again, pausing after each picture to discuss what's happening.
After picture 1, ask *Where is Mike looking? Under the bed? On the bed? (No, in the cupboard).*
After picture 2, ask *What's in the cupboard? Is it Mike's cap? (No. A kite).* Continue like this and also point to elicit e.g. *This is Mike's ... (sister).*
After picture 8, ask *Where's Mike's cap? What do they say? 'On your ... (head)!'* Say *Point to your head.*

Audio script page T103

Practice



AB p44 Look at the story. Find and say the picture number.

Thinking skills: paying attention to visual details

- Point to the first picture and ask *What's this? (A book).*
- Gesture to the story and say *Find the book. Where is it? Picture 1? Picture 2?*
- Students find the correct picture in the story and say *Picture 3.* Ask *Where's the book? (Under the sofa).*
- Students find the rest of the items in the story.
- **Note:** Students can share PBs if space is tight.

Key: 1 = picture 3 (a book under the sofa),
2 = picture 1 (a plane under the bed),
3 = picture 5 (a ball under the table),
4 = picture 2 (a pencil under the cupboard)

Extension activity

Aim: to reinforce understanding of the story

- Invite five volunteers to the front. Students act out the story with your help, using the Mike character mask and other available props (see 'Materials').
- Encourage students to use key language from the story.
- Invite other students to come to the front and act.

Ending the lesson

Aim: to practise language from the story

- Pretend that you have lost something. Say *Where's my (book)?* Go up to a student and say *Ah! It's in your bag. Of course.* Encourage the student to look and say *No. It isn't here.*
- Choose different students and pretend to look for the item in different places: *Ah yes. It's under your chair/in your bag/under your bag, of course!* Each student looks and says *No. It isn't here.* Look more and more puzzled as you continue.
- Finally, pretend to 'find' the item in your bag.

Aims: to talk about the meaning of a story: listening to people, to review language from the unit

Recycled language: language from the story

Materials: CD 2, Unit 5 story sticker, coloured pencils or crayons

Language competences: Your students will be able to appreciate the values shown in the story.

Warm-up

Aim: to review the language in a song

- Play the song again (CD 2 Track 07) for students to join in.

Practice



PB pp44-45 Story: The cap

Sticker and story values

Aim: to review the story

- Ask the students to tell you in L1 what they remember about the story on PB pages 44 and 45.

Aim: to think about the meaning of the story: listening to people

- Play the story again (CD 2 Track 10), pausing to discuss in L1 the values shown. Students explain in L1 that Mike's sister is trying to help him in picture 1, but he doesn't listen, that his brother tries to help him in picture 3, but again he doesn't listen, and so on.
- Say *Look at picture 7. Sister, mum, grandma and brother are happy. They're laughing* (mime laughing). Ask why in L1 (because Mike's cap is on his head, but he didn't listen to his family when they tried to tell him).

- Hold up your book and point to the last frame and say *Let's look for a sticker*. Help students find the Unit 5 story sticker at the back of the book and ask them to peel off the sticker. Tell them to turn back to page 45 and then say *Stick*.
- Say *Look at picture 8 now. Is Mike happy?* (No, sad).
- Ask why in L1 (he feels silly because he didn't listen). Encourage the class to talk about why it is important to listen.

Audio script page T103



AB p45 Complete the faces with 😊 or ☹️.

Aim: to apply values from the story to new situations

- Ask students in L1 why Mike didn't find his cap earlier (he didn't listen when his family tried to tell him).
- Ask the students to find page 45 in the Activity Book. Say *Look at the pictures and think. Which picture is right?* Explain in L1 that if they think the picture shows the right thing happening, they draw a smile. Elicit from the class that in the first picture the girl has listened to her mum and is happy. The children draw a happy face for the first picture. Circulate and check. As an option the children can colour this picture. Ask what is wrong in the second picture.

Extension activity

Aim: to practise listening carefully

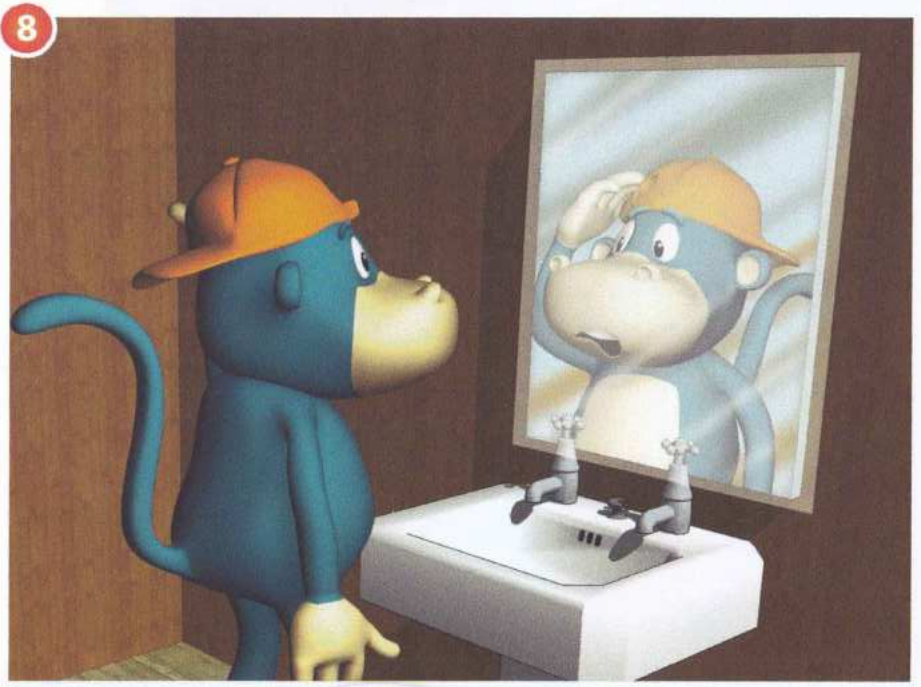
- Arrange some items on your table and chair at the front, but hide them with, e.g. some books standing up. The items all need to be in, on or under things.
- Tell students in L1 that there are some things on your table and chair and you want them to listen carefully and to put the same items in the same places.
- List the items, e.g. *I've got a rubber, a pencil, a book and a pencil case*. Students get theirs ready.
- Describe where your things are, stopping for students to place their items correctly, e.g. *The book is on the table. ...The pencil is on the book. ...The chair is under the table. ...The rubber is in the pencil case*.
- Check by revealing your items for students to compare with theirs.

Ending the lesson

Aim: to practise listening carefully

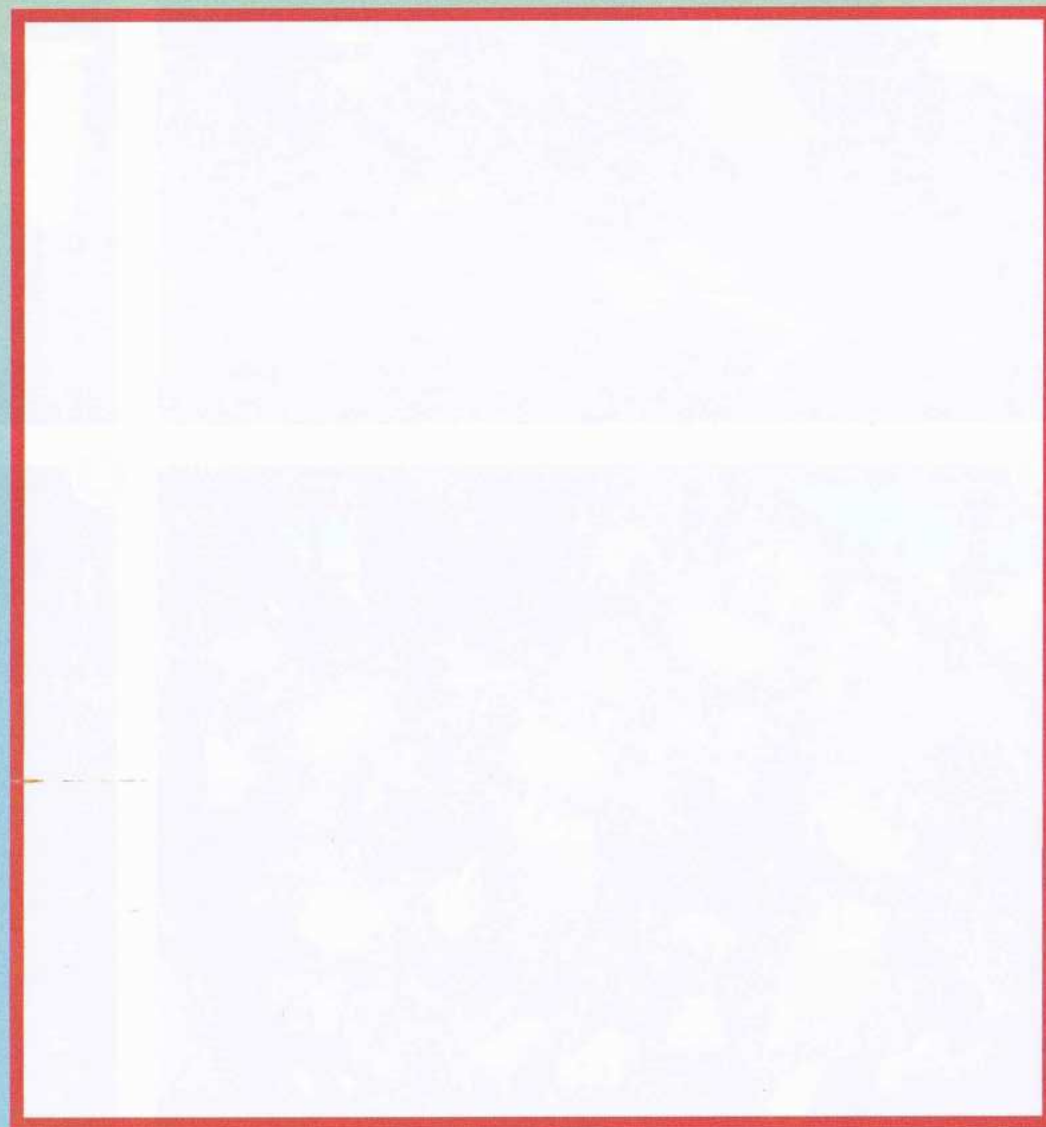
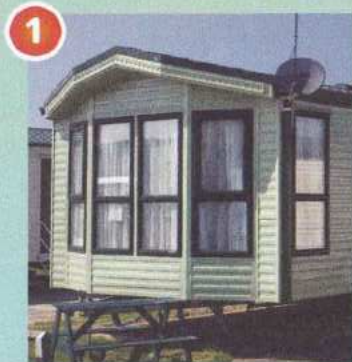
- Invite a volunteer to the front. Explain in L1 that you are going to give some instructions, but only once. Say *Listen carefully*.
- Give some instructions, slowly and clearly, e.g. *Pick up the red pencil. It's on my desk. Put the pencil in my bag*. The student carries out the instructions.
- Repeat with other students.

Note: For the next lesson (Warm-up), you ideally need photos of different types of homes, e.g. a tall block of flats, a cottage in the country, and a terraced house. You will also need small recyclable boxes and cartons for students to make doll's furniture.



Homes

6  Listen and say. Draw your home.



Aims: to integrate other areas of the curriculum through English: Geography

New language: *caravan, houseboat, palace, tree house, tent*

Recycled language: numbers 1–6, colours

Materials: CD 2, coloured pencils or crayons, photos of different types of home (optional)

Language competences: *Your students will learn specific language to be able to talk about homes around the world in English.*

Warm-up

Aim: to introduce the topic

- Show the photos of different types of home that you have brought or use the pictures on PB page 46. Ask in L1 what they have in common (people live there). Say in English *These are all homes. Homes. Families live in homes.*
- Ask students in L1 to point to the picture which looks most like their home. Say, e.g. *OK, (name), you live in a flat. This is a flat.*
- Explain in L1 that students are going to learn about different homes in this lesson.

Presentation

6 CD 2 **PB p46** Listen and say. Draw your home.

Aim: to present types of home

- Play the CD. Students point to the pictures.
- Play the CD again. Students repeat the words.
- Say the words out of order. Students say the number.
- **Note:** *Caravan* is British English. American English uses *trailer (home)*.
- Say to the students *Draw your home*. Make sure that everyone has enough pencils and coloured pencils. Circulate and ask *Do you live in a (flat / palace)?*

Audio script page T104

7 **AB p46** Make dolls' furniture.

Aim: to follow instructions and make model furniture

- Students make miniature furniture (e.g. tables, cupboards, chairs, etc.) as shown in the pictures.
- Help them with any potentially dangerous parts (e.g. making holes, cutting out).
- Students work in small groups and arrange their furniture to make rooms.

Extension activity

Aim: to practise talking about types of homes

- Do a simple class survey to find out which of the homes from the lesson is the most popular. Stick five or six photos of homes onto the board or draw a rough outline of the five homes on PB page 46.
- For procedure, see page T32 Extension activity.
- Point to the results and say *The (palace) is number 1. The (tree house) is number 2, etc.* Talk in L1 about the good and bad things about living in each type of home (e.g. a palace is beautiful, but it might be cold).

Ending the lesson

Aim: to practise talking about homes

- Point to the pictures of homes on PB page 46 and say *Look. Where do I live? Which home is it?*
- Do a mime as if you are entering one of the homes on page 46 (e.g. bending down and unzipping a tent, climbing a ladder to a treehouse, stepping from the land onto a boat, opening the door of a palace and looking round amazed). Students say, e.g. *Tent. Say Yes! I live in a tent.*
- Repeat with other mimes.

Note: For the next lesson, you will need recyclable items for students to make models.

Aims: to encourage students to think about recycling, to review language from the unit, to encourage children to reflect on their learning

Recycled language: *caravan, houseboat, palace, tree house, tent*

Materials: examples of things that can be recycled (empty plastic bottles, empty drinks cans, newspapers), recyclable materials that can be safely used for making model homes (empty cardboard boxes and tubes, plastic bottles, cloth), scissors, glue, paints, family and character flashcards (optional).

Warm-up

Aim: to discuss the value of recycling

- Show students things that can be recycled and ask in L1 what they all have in common (they can be recycled).
- Demonstrate sorting things into different materials. Ask the students to help if you have enough materials and count the items in English if possible.
- Ask students in L1 if they help recycle at home or at school. Discuss ideas such as using both sides of a sheet of paper and reusing old materials to make things and to play with (as in today's lesson).

Practice

7

Think!

PB p47

Choose a home and make it.

Thinking skills: planning and making

- Look again at the different homes on PB page 46 with the class. Point and elicit the words and then explain to the students that they are going to make a model. This activity can be done individually, in pairs/groups or as a whole class, as you wish.

- If you decide to do it as a class or in groups, talk about the photo in L1, discussing the different jobs that need to be done (finding the right size things, painting, assembling, etc.).
- Circulate and help, asking e.g. *What's your home?*
Is it a caravan? What colour is it? How many windows has it got?

8

AB p47

Say the words. Colour the circles.

Aim: to create a record of learning

- Students colour the circles if they can say the words on their own. Ask them all to use the same colour or let them use any of the six colours that they know.
- Circulate and ask students to say the words.
- From Unit 5 onwards, this self-evaluation activity offers the option for students to trace the words if you would like them to do so. If practical, you could liaise with the literacy teacher to make sure that the letter formation is similar.

Extension activity

Aim: to review numbers 1–10

- Stick the family and character flashcards on the board in a row of ten, face down.
- Draw a large door shape around each flashcard and write large numbers from 1 to 10 next to each door. Say *Ten houses*. 1, 2, 3, ..., etc. Remind the students of the word *door* which they heard on PB page 18.
- Point to the first 'door' with the flashcard inside and say *Look. This is house number 1. Who lives at number 1?* Knock on the 'door' on the board. Turn the flashcard over and say *It's (brother). (Brother) lives at number 1.*
- Invite a volunteer to come to the board. Ask *Who lives at number (4)?* The student knocks on the correct 'door', turns over the flashcard and says who it is (e.g. *It's Mike*). Confirm by saying e.g. *Yes, Mike lives at number 4.*

Ending the lesson

Aim: to review different types of home

- Draw picture clues to represent the homes from PB page 46 on the board (e.g. a crown for *palace*, a tree for *tree house*, some wheels for *caravan*, a river for *houseboat* and a camp fire for *tent*). Students say the homes.

Phonics

- See page T89 for Unit 5 Phonics.

Review

- See page T97 for Review Unit 4 and Review Unit 5.

7 **Think!** Choose a home and make it.



6

On the farm

1 CD2
14

Listen and point. Say the words.

1 cat

2 horse

3 cow

4 dog

5 rabbit

6 sheep

Aims: to present and practise farm animals, to say a chant with the class

New language: horse, cow, dog, sheep, Who are you? Listen, run, running away

Recycled language: look at, cat, rabbit

Materials: CD 2, flashcards (characters)

Language competences: Your students will be able to name farm animals.

Your students will be able to join in with a chant.

Warm-up

Aim: to preview *Who are you?*

- Give out the character flashcards to four students at random in the class without seeing who has each character. Ask *Who are you? (I'm Leo) the (lion).*
- Repeat with other students.

Presentation



PB p48 Listen and point.

Say the words.

Aim: to present farm animals

- Point to Polly and ask *Who's this?* Establish in L1 that she is on a farm and what other animals are there.
- Play the CD. Students point to the animals.
- Play the CD again. Students repeat the words.
- Say the words out of order for students to point.

Audio script page T104

Practice



PB p82 Listen and chant.

Aim: to practise farm animals

- Play the chant. Students point to each animal as it is mentioned.
- Ask in L1 what the rabbit is doing in the last picture. Mime running and say *It's running. It's running away!*
- Play the chant again. Students join in, doing the animal noises and saying the animal words. They move their arms like a running rabbit at the end.

Audio script page T104



AB p48 Complete the animals. Say the words.

Aim: to review farm animals and to develop pencil control

- Demonstrate drawing in the other side of the dog's face as an example. Then point to the rest of the pictures. Say *Complete the animals.*
- Circulate and ask students *What's this?*
- Check answers by saying the numbers. Students say the word and make the animal noise from the chant.
- In pairs, students practise in the same way.

Extension activity

Aim: to practise the chant and animal names

- Teach the mimes as described below.
- Once the students are confident with the mimes, say the last line of the chant as a prompt instead, changing the words as follows:
Look at the cat, jumping away!
Look at the horse, trotting away!
Look at the cow, walking away!

Ending the lesson

Aim: to practise farm animals

- Do mimes as follows:
jumping as if hunting something (cat),
bouncing holding reins as if on a horse (horse),
walking around slowly (cow).
Say the words as you show the students.
- Say an animal. Students do the mime.
- Do a mime. Students say the animal.

Aims: to present and practise *My favourite*

New language: *My favourite colour/toys/animals is/are (blue/planes/dogs). Nice to meet you. Tell me, What is/are your favourite (animal/things)? Let me think, I think, I know, a lot*

Recycled language: colours, toys, farm animals, *I like, I've got, that's right*

Materials: CD 2, flashcards (colours 1*, farm animals, toys) *or six coloured chalks

Language competences: Your students will be able to talk about their favourite things.

Warm-up

Aim: to review toys

- Show each toy flashcard. Students say the word. Ask *Do you like (kites)?*
- Explain in L1 that students will learn to talk about their favourite things.

Presentation



CD 2
16

PB p49 Listen and circle. Say the sentences

Aim: to present *My favourite*

- Point to each photo. Say *This is William/Elisabeth.*
- Explain in L1 that students need to listen to William and Elisabeth and circle their favourite things.
- Play the CD. Pause after the first colour and demonstrate drawing around the blue splodge to show that it's William's favourite colour. Pause after each subsequent answer for students to circle.
- Play the CD again for students to check.

Key: 1 blue, dogs, planes; 2 orange, cats, teddy bears

Audio script page T104

Practice



AB p49 Talk in class and count.

Aim: to practise talking about favourite things

- Use flashcards on the board or drawings to copy the PB chart at a height that the students can reach.
- Ask a volunteer *What's your favourite colour?* Help him/her to reply, e.g. *My favourite colour is green.* He/she then puts a tick in the correct place on the board. Repeat for *My favourite (animals/toys) are (cats/dolls).*
- Call the students out to tick their favourites. Ask each child one question with *What's your favourite ...?* Count the ticks (in L1 beyond 10). Write the totals.

Extension activity

Aim: to practise talking about favourite colours

- Hold and point to items of the same colour and say *Look! I've got a (purple) (book). I've got a (purple) (T-shirt). My favourite colour is ... (purple).*
- Invite volunteers to do the same with your help.

Ending the lesson

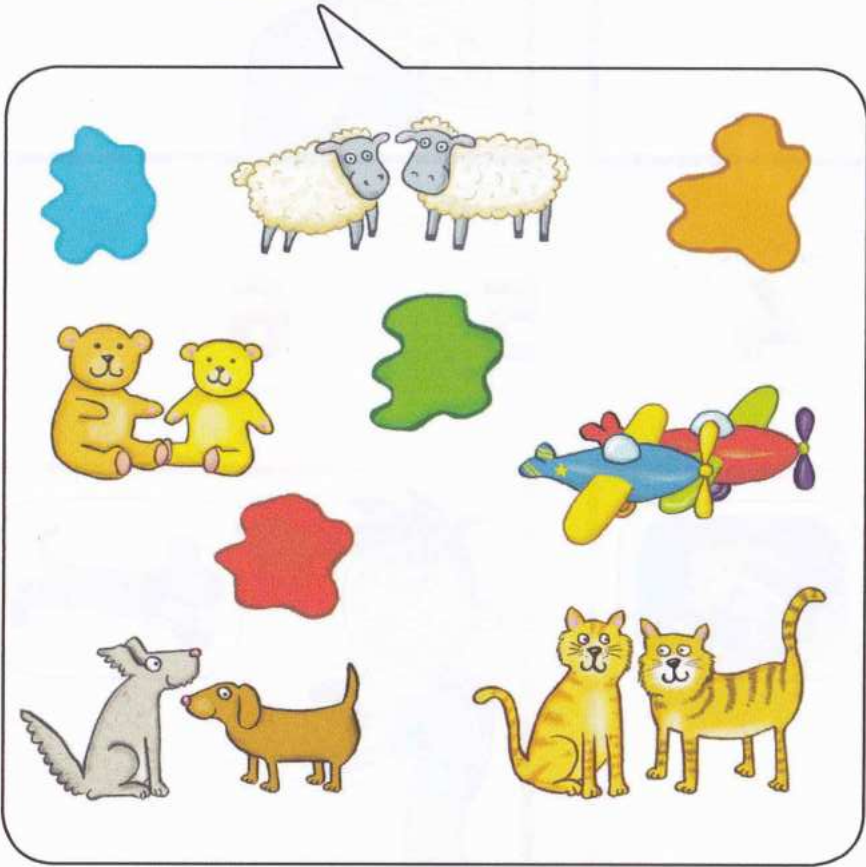
Aim: to practise saying *My favourite*

- Tell the children that before they leave the classroom they need to tell you about their favourite animal.
- Stand by the door and as each child leaves they need to say *My favourite animal is (a monkey).*

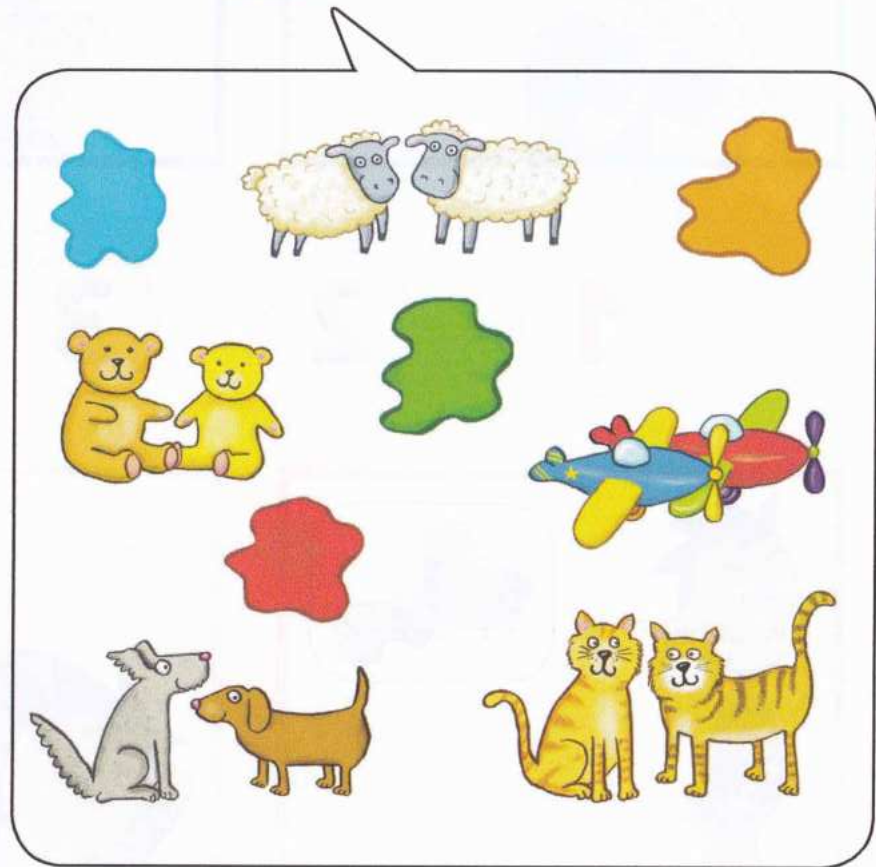
2 CD2 16

Listen and circle. Say the sentences.

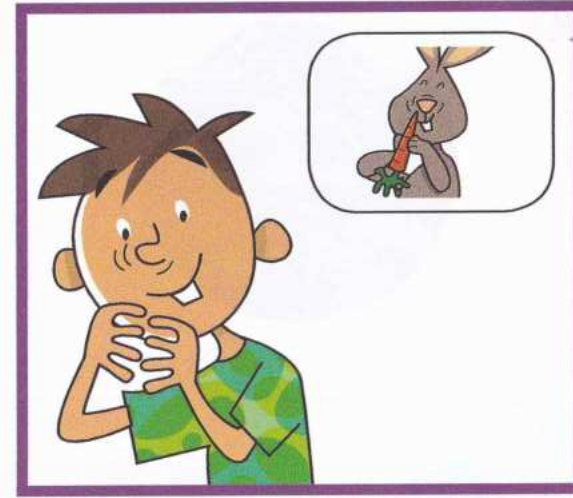
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2



Listen and act. Listen and match.



1

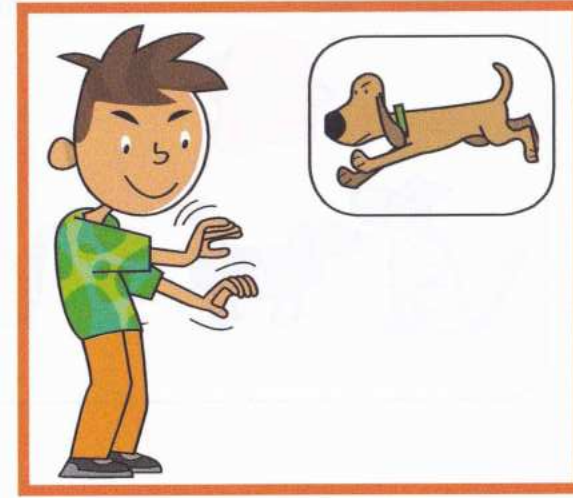
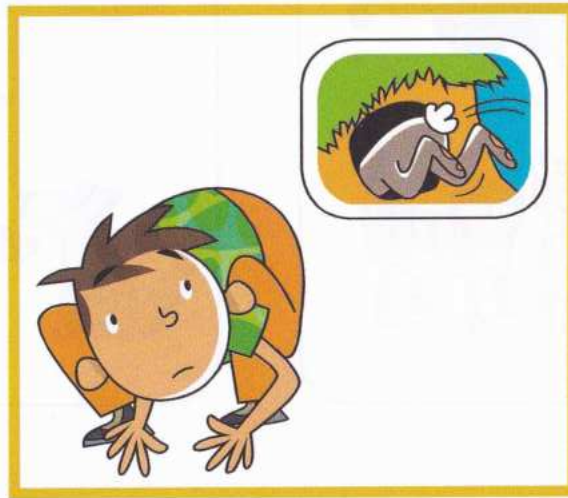
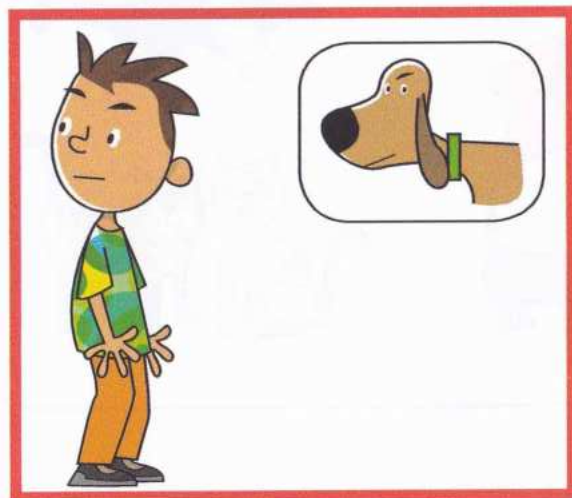
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3

4

5

6



Aims: to stimulate the students' imagination through listening and acting out

New language: *sniff/eat like (a rabbit), hide*

Recycled language: *look, dog, hop, run*

Materials: CD 2, flashcards (farm animals), white and black card or black felt, cotton wool, glue, scissors

Language competences: Your students will be able to listen and do actions to demonstrate meaning.

Warm-up

Aim: to review farm animals

- Play the chant again (CD 2 Track 15) and ask students to join in with the animal noises and the animal words. Encourage them to say as much of the complete chant as they can.

Practice



PB p50 Listen and act.

Aim: to review language and practise following instructions

- With books closed, say the instructions with the CD. Show the class a clear mime for each action, e.g. 1 sniff the air, 2 eat a carrot, 3 stick your head out and stare, 4 move your arms up and down and take little jumps like a running rabbit, 5 move your arms further up and down like a running dog, 6 crouch down.
- Play the CD again. This time say *Listen and act!* for students to join in with the mime.

Audio script page T104



PB p50 Listen and match.

Aim: to practise listening and ordering pictures

- Point for students to say the numbers 1–6.
- Play number 1 and demonstrate drawing a line from the big 1 to the picture of the boy sniffing. Run your finger around the frame and say *Number 1 is purple.*
- Play the rest of the audio. Students draw lines from the other numbers to the correct pictures.
- **Note:** The students learnt the word *hop* as the human action on one leg in Unit 4. We also use *hop* to describe a rabbit's running action.
- Check answers by saying a number and asking *What colour?*

Key: 1 purple, 2 green, 3 red, 4 blue, 5 orange, 6 yellow

Audio script page T104



AB p50 Draw your favourite animal.

Aim: to encourage students to think of their favourite animal and to develop pencil control

- Ask individual children *What's your favourite animal?*
Say Think of your favourite animal and draw.

Extension activity

Aim: to practise numbers 1–10

- Draw ten sheep with a simple fence around them, as if they were in a field, on the board.
- Ask *How many sheep? (Ten).*
- Teach students a counting rhyme (or song if you know the tune of *Ten green bottles*). Erase a sheep from your picture as each sheep 'disappears':
Ten woolly sheep, sitting in a field.
Ten woolly sheep, sitting in a field.
One woolly sheep ...isn't really real!
There are nine woolly sheep, sitting in a field.
- *Nine woolly sheep, ...etc.*

Ending the lesson

Aim: to practise animals and giving instructions

- Repeat PB Activity 1 using different animals with appropriate mimes. Students listen and do the actions. Here are some examples:
Miaow like a cat, Drink like a cat (mime lapping milk), *Look, a dog! Run, cat, run!*
Miaow, miaow! Run, dog, run! Woof, woof!
Hide, cat, hide! Baaa like a sheep, Eat like a sheep (mime eating grass), *Look, a dog!*
Run, sheep, run! Baaa, baaa! Run, dog, run!
Woof, woof! Hide, sheep, hide!

Aims: to review *I like* and plurals, to sing a song with the class

New language: *Let's do the animal boogie-woogie, Come dance with me, (Dogs) are nice, too*

Recycled language: *sing, I like dogs/cats/sheep/cows, for you, me*

Materials: CD 2, flashcards (farm animals)

Language competences: Your students will be able to join in with a song.

Your students will be able to say which animals they like.

Aim: to review *I like*

- Stick the flashcards on the board. Point to the animals that you like, saying *I like (rabbits), (cats) and (cows)*.
- Invite volunteers to the board to point and make similar sentences.

Presentation



PB p51 Listen and sing.

Aim: to review *I like* and plurals and sing a song

- Play the song. Students listen and point to the animals as they hear the noises and animal words.
- Point to the pictures. Model the plural form for the class to repeat. Make sure that they don't add an *s* to *sheep*.
- Use gesture to convey the meaning of *dance*. Explain in L1 that *boogie* (or *boogie-woogie*) is a type of dance.

- Play the song again for students to join in.
- Use the karaoke version (see Extension activity).

Audio script page T104

Practice



AB p51 Listen, point and say the words.

Aim: to practise the song lyrics

- Say *Point to the (dogs)*. Then sing the relevant line of the song, e.g. *I like (dogs), oh (dog)s are nice*. Students sing the line after you.
- Play the CD. Students point to the correct animals when they hear the animal noise and then sing the relevant line from the song.

Audio script page T104

Extension activity

Aim: to practise the song

- Divide the class into four groups: Dogs, Cats, Sheep and Cows. Say the animal words. The relevant group make their animal noise.
- Practise the song with each group (and only that group) joining in with the relevant lines.
- Use the karaoke version. When it is their turn, the groups stand up to sing and make their noise and then sit down. Everyone joins in with the rest of the song.

Ending the lesson

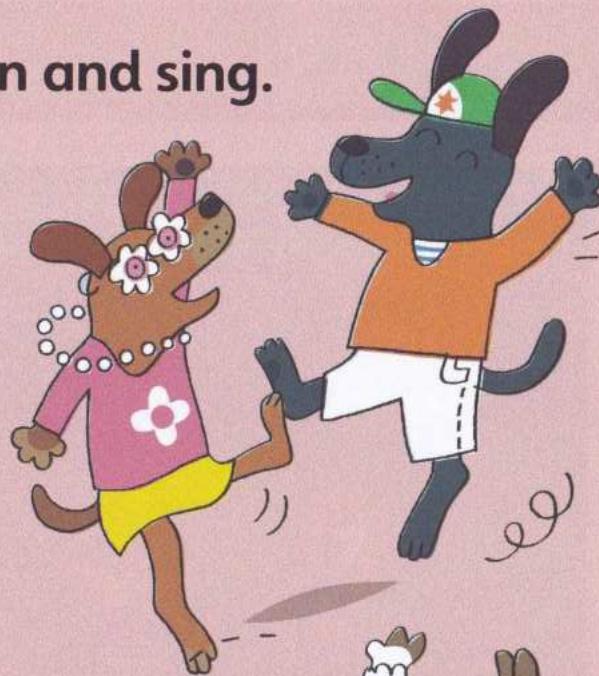
Aim: to practise *I like*

- Quickly show each flashcard and then shuffle them.
- Hold one of the flashcards so that the class can see it but you can't. Guess what's on the card by saying *I like (rabbits)*. Students say *Yes* or *No*.
- Give yourself three guesses. If you guess in three sentences or fewer, you get a point. If you don't guess, the class gets a point.



Listen and sing.

6



Family
fun!

Singing for pleasure

51

I like your colours!

Values

1



2



3



4



Aims: to present a picture story, to review language from the unit

New language: *tail, colours, fantastic*

Recycled language: farm animals, parts of the face, *I like, Who are you? your, Thank you, parrot, look*

Materials: CD 2, flashcards (face), props for acting out the story (optional): character mask (Polly), home-made hat/masks for the cow, horse, dog, cat, rabbit and sheep, a paintbrush

Language competences: Your students will be able to listen and follow a picture story.

Warm-up

Aim: to review parts of the face

- Use the face flashcards to review parts of the face.
- Say *Point to your (nose)*. Students do the actions.

Presentation



PB pp52-53 Story: *I like your colours!*

Aim: to listen to and follow a picture story

- Help students to find PB page 48. Ask in L1 where Polly was (on a farm). Tell them that they are going to find out what happens next in the story.
- Help them turn back to PB pages 52-53. Use the cow in the first picture, and mime, to present *tail*.
- Play the CD. Students follow in their books.
- Play the story again, pausing after each picture to discuss what's happening.
After picture 1, say *Polly says 'I like your tail'*.
After pictures 2-5, say *Polly says 'I like your ...*

(teeth)'. After picture 6, ask *What does the sheep say?*

'I like your ... (colours).'

- At the end, discuss in L1 what the sheep does (paints itself because it likes Polly's colourful feathers).

Audio script page T104

Practice

5

AB p52 Remember the story. Circle the parts of the face.

Aim: to remember details from a story

- Point to picture 1. Say *Polly meets the horse. She says 'Who are you?' Then she says 'I like your ... (teeth)'*. Say *Circle the teeth* and demonstrate.
- Students circle the correct parts of the four animals.
- Check answers in the same way as you demonstrated the example.

Key: 1 horse: teeth, 2 dog: nose, 3 cat: eyes, 4 rabbit: ears

Extension activity

Aim: to reinforce understanding of the story

- Invite seven volunteers to the front. Students act out the story with your help, using the Polly character mask and other available props (see 'Materials').
- Encourage students to use key language from the story.
- Invite other students to come to the front and act.

Ending the lesson

Aim: to practise farm animals

- Point to your eyes. Ask *Which animal is it (from the story)?* (Miaow if necessary.) (Cat!)
- Do similar actions and mimes for the other animals.

Aims: to talk about the meaning of a story: paying compliments, to review language from the unit

Recycled language: language from the story

Materials: CD 2, coloured pencils or crayons, Unit 6 story sticker, flashcards (colours 1 – optional)

Language competences: Your students will be able to appreciate the values shown in the story.

Warm-up

Aim: to review the language in the song

- Play the song again (CD 2 Track 19) for students to join in.

Practice



PB pp52–53 Story: I like your colours!

Sticker and story values

Aim: to review the story

- Ask the students to tell you in L1 what they remember about the story on PB pages 52 and 53.

Aim: to think about the meaning of the story: paying compliments

- Play the story again (CD 2 Track 22), pausing at appropriate points to discuss in L1 the values shown. After picture 1, say *Polly says to the cow 'I like your tail'. Is the cow sad? (No, happy). Say The cow is happy. Polly says something nice. Polly thinks that the cow's tail is nice.*
- Repeat with the other animals in pictures 2–5.
- After picture 7, point to the last frame and say *Let's look for a sticker.* Help students find the Unit 6 story sticker. Tell them to peel off the sticker and then to turn back to page 53 and then say *Stick.*

- Say *Look at picture 8 now. Why did the sheep paint itself?* Establish that the sheep admires Polly's colours so much that she wants to look the same.
- Ask students in L1 for examples of when they can compliment their friends and family (e.g. because they admire some work that they have done in class, a sporting achievement, a new haircut or pair of glasses). Point out in L1 that it is sometimes not nice to say when we **don't** like something because we might hurt someone's feelings.

Audio script page T104



6 **AB p53** Complete the faces with ☺ or ☹.

Thinking skills: applying values from the story to new situations

- Say *Look at the pictures and think. Which picture is right?* Students draw a happy face for the first picture.
- Check answers and say *The boy in picture 1 is happy. Why? What does the girl say to him? She says 'I ...(like your picture/sheep)'.*

Extension activity

Aim: to review colours and the unit song

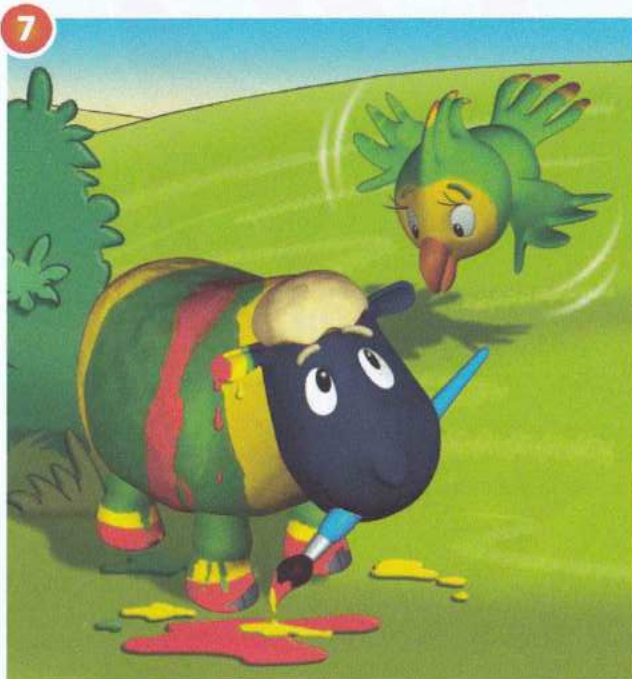
- Teach the students new lyrics for the song:
*Let's do the colour boogie – red!
Let's do the colour boogie – yellow!
Let's do the colour boogie – green!
Let's do the colour boogie – blue!
Come sing with me and dance with me,
For you and me, the colour boogie-woogie!
I like red, oh red is nice! Red, ...etc.
I like yellow, oh ...etc. Yellow, ...etc.
I like green, oh ...etc. Green, ...etc.
I like blue, oh ...etc. Blue, ...etc.
Come sing ...etc.
And I like the colour boogie too!
Red! Yellow! Green! Blue!
Come sing ...etc.*
- Hold up the colour flashcards as prompts while the students sing the song. You could use the karaoke version of the song (CD 2 Track 20).

Ending the lesson

Aim: to practise paying compliments

- Choose a student in the class and say e.g. *I like your pencil case.* Encourage the student to say *Thank you.*
- In pairs or groups, students practise doing the same.
- Circulate and feed in any new vocabulary if you wish.

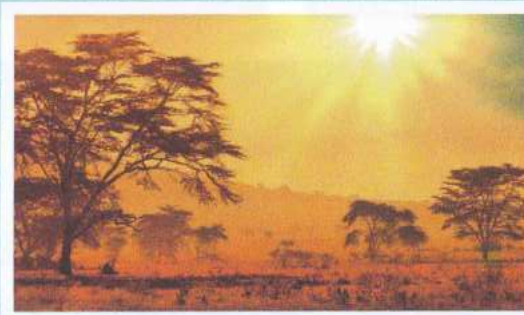
Note: For the next lesson (Warm-up), you ideally need photos of the habitats on PB page 54 (farm, African savannah, sea). You could find them on the Internet to show on a projector or interactive whiteboard.



Where animals live

6

Match the animals to where they live.



Aims: to integrate other areas of the curriculum through English: Biology

New language: ~~dolphin(s), elephant(s), shark(s), snake(s), whale(s), zebra(s)~~ on the farm, on the savannah, in the sea, (Sharks) live (in the sea).

Recycled language: cows, dogs, giraffes, horses, lions, sheep

Materials: flashcards (a farm animal, Gina or Leo), white and black card or black felt, cotton wool, glue, scissors, photos of habitats (optional)

Language competences: Your students will learn six new animal words and three phrases to talk about habitats in English.

Warm-up

Aim: to introduce the topic

- Show photos of the three habitats if you can.
- Ask *What animals does Polly meet in the story on the farm? Lions? Parrots?* Students say, e.g. *No, cows. Say That's right. Cows live on the farm.*
- Explain in L1 that students are going to talk about which animals live in different places.

Presentation

6 **PB p54** Match the animals to where they live.

Aim: to think about the habitats of different animals

Thinking skills: associating animals with habitats

- Point to the three pictures in the centre of the page and say *Look! The farm. The savannah. The sea.* Encourage students to repeat.
- Present the new animals (*elephants, sharks, snakes, whales and zebras*) by pointing and saying *This is an elephant. An elephant.* Students repeat.
- Ask the students to find a story with elephants and one with a zebra (PB pages 5 and 12–13).

- Use the cow as the example. Point and ask *What's this? (A cow). Where do cows live? On the farm? On the savannah or in the sea? Draw a line.*

- Students draw lines from the animals to their habitat.

Key: cow – farm, elephant – savannah, giraffe – savannah, horse – farm, lion – savannah, shark – sea, sheep – farm, whale – sea.

Practice

7 **AB p54** Make a woolly sheep.

Aim: to follow instructions and make woolly sheep

- Students make sheep as shown in the pictures. You may wish to provide a sheep template for students to cut out, or large and small ovals and rectangles for the legs, which the students can stick together.
- If you like, students can work in groups and arrange their sheep on green painted 'fields'.

Extension activity

Aim: to practise categorising animals

- If possible, put the furniture in the middle of the room.
- Draw a simple whale on the board. Stick a farm animal flashcard in one corner of the room and the Gina or Leo flashcard in another corner so that the three animals are far apart. Point in turn and say *In the sea, on the farm, on the savannah.*
- Ask the students to stand up. Call out animals from the lesson (see 'New/Recycled language') and encourage the students to go to the correct part of the room.
- In a large class, the students can turn and point to the correct part of the room, saying the habitat phrase, e.g. *Cow (On the farm!).*

Ending the lesson

Aim: to practise talking about where animals live

- Show a flashcard of an animal that students know (a farm animal, Gina or Leo). Say a true or false sentence about where the animal lives, e.g. *Giraffes live in the sea. (No).*
- Ask students to correct the false sentences, e.g. *No. Giraffes live on the savannah.*
- Repeat with the other animals.

Note: For the next lesson, ask your students to bring magazines with pictures of animals to class. They will need photos of animals that live on the farm, on the savannah or in the sea.

Aims: to review language from the unit, to encourage children to reflect on their learning, to think about animal habitats

Recycled language: cow(s), dog(s), dolphin(s), elephant(s), giraffe(s), horse(s), lion(s), shark(s), sheep, snake(s), whale(s), zebra(s), I like (whales), on the farm, on the savannah, in the sea, (Sharks) live (in the sea).

Materials: magazines (or internet printouts) with photos of any of the known animals, scissors, glue, poster paper or card, paints, flashcards from Units 1–5 (optional)

Language competences: Your students will be able to talk about where animals live.

Warm-up

Aim: to review animals

- Draw (or copy) an animal that students know on the board, one small part at a time, so that they have to guess the animal (e.g. start with just the tail of a zebra). Ask *What's this?* as you draw.
- Students guess the animal. Students have heard the question *Is it a ...?* in previous Creativity lessons, so you could begin to encourage them to use it.
- If you prefer not to draw, use pictures of animals and the farm animal flashcards. Cover them with paper and slowly reveal them instead, asking *What's this?*

Practice

7 Think! **PB p55** Make a poster.

Thinking skills: categorising

- Point to each of the habitats on PB page 54 and ask *Is this the savannah, the farm or the sea?* Students practise saying *on the farm, on the savannah and in the sea*.
- Share out the magazines/printouts and scissors. Ask the students to cut out animals that live in the three known habitats. Students can also draw animals.

- While they are working, prepare a poster background with the three 'habitats' (green with hedges to represent farmland, pale green/yellow with trees on the horizon for the savannah and blue for the sea).
- Call the students out individually with the animal that they have found/drawn. Ask *Where do (sharks) live?* Encourage the student to say e.g. *Sharks live in the sea* and to put his/her animal in the correct habitat.
- When the poster is complete, point and ask *Which animals live (on the farm)?* Students list the animals.
- Once they have found or drawn all the animals that they know in English, they can add other animals if you wish, asking you for the words in English.

8 AB p55 Say the words. Colour the circles.

Aim: to create a record of learning

- Students colour the circles if they can say the words on their own. Ask them all to use the same colour or let them use any of the six colours that they know.
- Circulate and ask students to say the words.
- Ask students to trace the initial letters if you wish. Circulate and check that they are forming the letters correctly.

Extension activity

Aim: to practise categorising

- Stick flashcards from Units 1–5 on the board to some more 'odd one out' puzzles, e.g.:
doll, skipping rope, plane, nose
pencil, rubber, cat, book
kite, sofa, armchair, cupboard
eyes, teddy bear, ears, mouth
grandpa, sister, pencil, grandma
- Give students time to choose the 'odd one out'. Then invite a volunteer to take down the odd flashcard. He/she says the English words for all the items and explains in L1 why the 'odd one out' doesn't belong.

Ending the lesson

Aim: to review habitats and animals

- Divide the class into two teams. A student from Team 1 says an animal, e.g. *shark*. A student from Team 2 has to make a sentence about where the animal lives, e.g. *Sharks live in the sea*.
- The next student from Team 2 says an animal for a student from Team 1 to make a sentence.
- The teams get a point for each correct sentence.

Phonics

- See page T90 for Unit 6 Phonics.

7 **Think!** Make a poster.

7

I'm hungry!

1 CD2
25

Listen and point. Say the words.

1 carrots



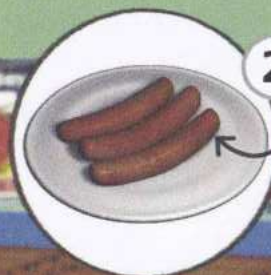
3 apples



5 ice cream



2 sausages



4 cakes



6 chips



Aims: to present and practise food, to say a chant with the class

New language: *sausages, apples, cakes, ice cream, chips, dinner, tonight*

Recycled language: *carrots, for, I know, snakes, cats, parrots, sheep, you and me*

Materials: CD 2, flashcards (food), cat, sheep and Polly flashcards (optional)

Language competences: Your students will be able to name food. Your students will be able to join in with a chant.

Warm-up

Aim: to review animals

- Draw a snake, a cat, a parrot and a sheep on the board (or use the cat, Polly and sheep flashcards). Students say the words.
- Draw another two snakes below the first one and say *How many snakes?* (*Three snakes*). Make sure that they pronounce the final *s* for the plural.
- Do the same to elicit *cats* and *parrots*.
- Draw more sheep and ask *How many?* Remind the students not to add an *s* (*one sheep, two sheep, etc.*).

Presentation



PB p56 Listen and point.

Say the words.

Aim: to present food

- Talk in L1 about where Polly is (at the supermarket) and what food students can see in the picture. Say *Polly's hungry. She's at the supermarket.*
- Play the first part of the recording and confirm in L1 that she's buying food for Gina, Leo and Mike.

- Play the rest of the recording. Students point to the numbered food items.
- Play the CD again. Students repeat.
- Say the words out of order. Students point or say the numbers.

Audio script page T105

Practice



PB p83 Listen and chant.

Aim: to practise food items and plural forms

- Play the chant. Students point to the food and the animals.
- Ask in L1 what food the children are thinking about in the picture on the right (*sausages and chips*).
- Play the chant again. Students join in as much as they can. Stress the matching sounds in *cakes* and *snakes*, *apples* and *cats*, and *cream* and *sheep*, to help students remember the words.

Audio script page T105



AB p56 Look, draw and say the words.

Thinking skills: understanding sequences

- For procedure, see page T25, AB Activity 2.

Key: 1 cakes, 2 ice cream, 3 chips, 4 sausages, 5 carrots, 6 apples

Extension activity

Aim: to practise understanding sequences

- For procedure, see page T25, Extension activity.
Here are some examples:
apples, carrots, carrots, carrots,
apples, carrots, carrots ... (carrots)
sausages, ice cream, ice cream, chips,
sausages, ice cream, ice cream ... (chips)
chips, chips, carrots, carrots,
chips, chips, carrots ... (carrots)

Ending the lesson

Aim: to practise food

- Play the chant again for students to join in. Use the food flashcards as prompts.

Aims: to present and practise *I don't like*, to review *I like* and food

New language: *I don't like (chips).*

Recycled language: *I like (ice cream), food, happy, sad, yummy, yuck*

Materials: CD 2, flashcards (food)

Language competences: Your students will be able to say which food they like and dislike.

Warm-up

Aim: to review food

- Play the chant from PB page 83 (CD 2 Track 26) for students to join in.

Presentation

2 CD2 27

PB p57 Listen and circle ♥ or ✕. Say the sentences

Aim: to present *I don't like* and review *I like*

- Say a number. Students say the food item.
- Point to the sausages, say *I like sausages* and draw a heart shape on the board. Mime circling the heart shape on PB page 57. Say *I don't like sausages*, draw a cross over a heart shape and mime circling this on PB page 57. Confirm in English and then in L1 that students have to listen and circle the heart if they hear *I like* or the crossed out heart for *I don't like*.
- Play the CD. Students listen and circle.
- Play the audio again for students to check their answers.
- Check the class's answers, saying the food item and asking them to stand up for 'like' and stay seated for 'don't like'.
- Play the audio again for students repeat each line.

Key: 1 like, 2 like, 3 don't like, 4 don't like, 5 like, 6 don't like

Audio script page T105

2

AB p57 Look and tick (✓) ♥ or ✕. Listen to a friend and tick (✓).

Aim: to practise talking about likes and dislikes

- Draw the first table (ME) like the one on AB page 57 and use the flashcards to stick at the top of the table. Point to each food item on the flashcards and ask students to say the words.
- Show the students that they need to think about each food item and put a tick in either the heart row or the row with the crossed out heart. Demonstrate this by first pointing to the square labelled *Me* and then point to yourself. Next say *Apples*. Look thoughtful and say *Hmmm. I don't like apples* and then draw a large tick in the third row.
- Tell students to complete the first table by ticking either the row with the heart or the row with the crossed out heart. Circulate and ask *Do you like ...?* Check that students are ticking the correct column.
- Draw a second table on the board and label it *my friend*. Invite students to tell you a sentence about each item of food and draw a tick in the appropriate column of the second table.
- In L1 explain that they will fill out the second table about their friend. In pairs, Student 1 makes sentences about each food item with *I like* or *I don't like*, keeping his/her book hidden, whilst Student 2 keeps a record according to what his/her partner says. Then they swap roles.
- Students check their answers by comparing books.

Extension activity

Aim: to practise *I like* and food items

- Stick the food flashcards on the board in a row. Students say *I like* and the food words in the order that they appear on the board.
- Remove a flashcard. Students say *I like* and list all of the foods again, including the missing item.
- Continue until all the cards have disappeared and students are saying all the words from memory.

Ending the lesson

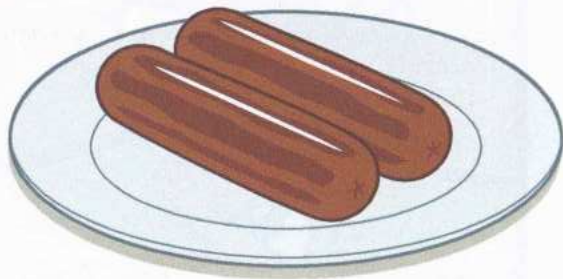
Aim: to review like and don't like

- draw a large heart shape on a piece of paper and a crossed out heart on another piece and stick the pieces of paper at the opposite sides of the room.
- Say some sentences about different food items using *I like* and *I don't like* and children need to run to correct picture.
- Alternatively, students can point to the correct heart shaped picture.

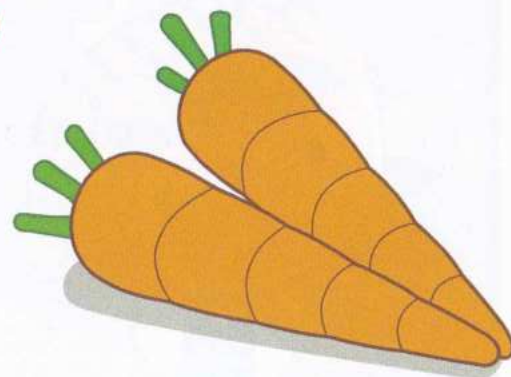
2 CD2 27

Listen and circle  or . Say the sentences.

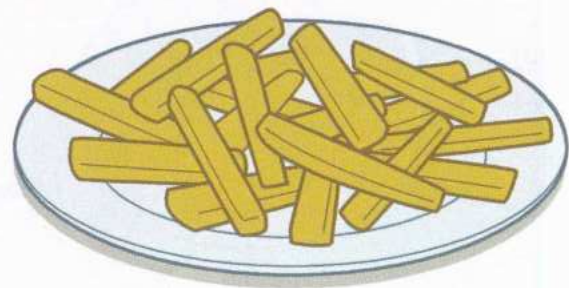
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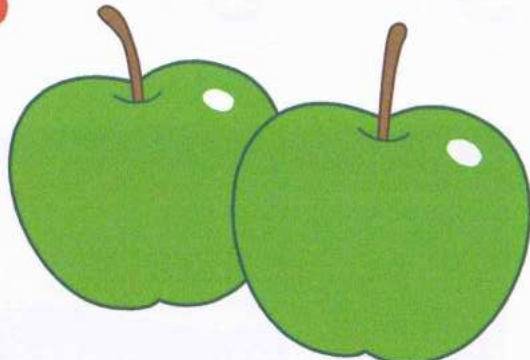
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3



4



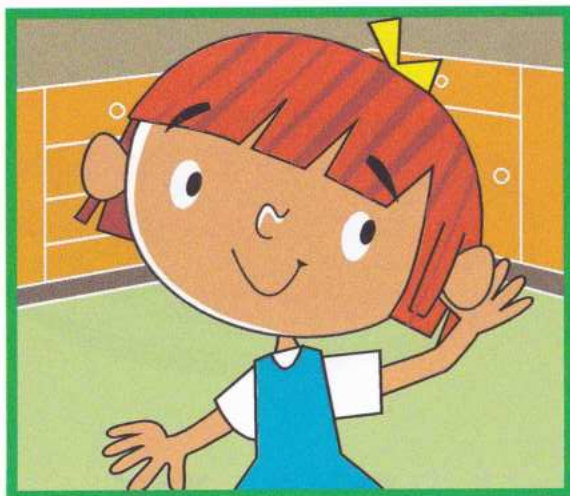
5



6



Listen and act. Listen and match.



1

2

3

4

5

6



Aims: to stimulate the students' imagination through listening and acting out, to practise listening to and following instructions

New language: *smell, hungry, kitchen, take one*

Recycled language: *look, listen, go, eat, like*

Materials: CD2, dice/spinners, farm animal and food flashcards (optional)

Language competences: Your students will be able to listen and do actions to demonstrate meaning.

Warm-up

Aim: to review feelings and present *hungry*

- Mime feeling happy, sad, angry, or scared and each time ask *Am I (happy) or (sad)? (Happy)*. Respond to the students saying *That's right. I'm happy*.
- Rub your tummy and lick your lips. Say *I'm hungry*.
- Do the actions and practise the phrase together.

Practice



3 **CD2 28** **PB p58** Listen and act.

Aim: to practise following instructions

- With books closed, play the audio and show the class a clear mime for each action, e.g. 1 sniff the air with eyes closed, 2 Rub your tummy and lick your lips, 3 walk on the spot and use your arms too, 4 cup your ear, 5 point to your eye then pick up an imaginary chip with your finger and thumb, 6 take a bite of the chip and chew a little then smile.
- Say *Listen and act!* and play the audio again, encouraging the students to copy your mimes.

Say the instructions in a different order and see if they can mime them.

Audio script page T105



3 **CD2 29** **PB p58** Listen and match.

Aim: to practise listening to details

- Ask the students to turn to PB page 58 and look at the pictures and numbers together. Say *Listen and match*. Play the first line of the audio and demonstrate drawing a line from the big number 1 to the picture showing the girl sniffing the air. Run your finger around the frame and say *Number 1 is red*.
- Play the rest of the audio. Students draw lines from the other numbers to the correct pictures.
- Check the answers by saying a number and asking *What colour?* Or by saying a number and asking students to mime the action. You can also encourage students to say some of the words or phrases from the audio.

Key: 1 red, 2 purple, 3 orange, 4 green, 5 blue, 6 yellow

Audio script page T105

7

3 **AB p58** Play the game.

Aim: to practise talking about likes and dislikes

- Throw a dice (or spin a spinner) and read the number out loud. Count down the side of the grid on AB page 58 until you reach that number. Throw the dice again, read the number and count your way across to the correct column.
- Follow the row and column that you have selected until they meet at a square (e.g. if you throw 5 and 3, you will get to the *whales* square). Make a true sentence about the items in the picture, e.g. *I like whales* or *I don't like whales*.
- Confirm the rules in L1.
- Students play the game in pairs or small groups.
- Circulate and help with language.

Extension activity

Aim: to practise listening to details

- Ask the students to look again at the game on AB page 58. Explain in L1 that you will give them a sentence and they have to find the numbers it relates to on the grid. So, say *I don't like horses* and the children should reply with 2, 6.

Ending the lesson

Aim: to practise instructions

- Say the instructions again but this time change the food item. Choose food that they know and which will vary the mimes, such as bananas, watermelon and pasta. Then say the new instructions again, doing a new mime for the last line. Encourage students to say as much as they can.

Aims: to review talking about likes and dislikes, to sing a song with the class

Recycled language: *I like (apples), I don't like (sausages), food, no, yes*

Materials: CD 2, flashcards (food, farm animals), coloured pencils or crayons (optional), Unit 7 mini cards: AB page 92 and scissors (optional)

Language competences: Your students will be able to join in with a song.

Warm-up

Aim: to review talking about likes and dislikes

- Stick the food flashcards on the board and number them from 1 to 6. Say *I like (carrots)* or *I don't like (sausages)*. Students say the number.
- Say the numbers. Invite volunteers to make sentences with *I like* or *I don't like* about the food.

Presentation



PB p59 Listen and sing.

Aim: to review talking about likes and dislikes

- Play the song. Students listen and point to the food.
- Point to the food in the pictures and ask *What's this?* Students list the food (*chips, carrots, sausages, apples, cakes, ice cream*).
- Point to the girl in the first picture and say *Look at the girl. Is she happy or sad? (Sad). What does she say? 'I don't like ... (chips, carrots, sausages).'* Do the same with the second picture, using *I like*.

- Play the song again for students to join in. Encourage them to look sad when they sing the first verse and to rub their tummies happily for the second verse.
- Use the karaoke version (see Extension activity).
Audio script page T105

Practice



AB p59 Listen and draw.

Aim: to review the song lyrics

- Point to the first picture of the girl and the example in the thought bubble. Say *It's the girl from the song. She says 'I don't like ... (chips)'. Let's listen to the song again before we draw. Play the audio again. Then say, Draw pictures for 'I don't like' and pictures for 'I like'. Confirm the instructions in L1.*
- Students can draw in pencil or use colours, as you prefer. Circulate as they draw and ask about the food (and colours if appropriate).
- Check answers by playing the song again and asking students to make sentences.

Key: Students draw carrots and sausages across the top and apples, cakes and ice cream across the bottom.

Audio script page T105

Extension activity

Aim: to practise the song

- Divide the class into six groups: Chips, Carrots, Sausages, Apples, Cakes and Ice cream.
- Say the food words for the correct group to stand up.
- Practise the song. Each group (and only that group) stands up and joins in at the appropriate points, and then sits down again.
- Use the karaoke version. When it is their turn, the groups stand up to sing and then sit down.
- Alternatively, students cut out the Unit 7 mini cards and hold up the correct mini card at appropriate points as they sing.

Ending the lesson

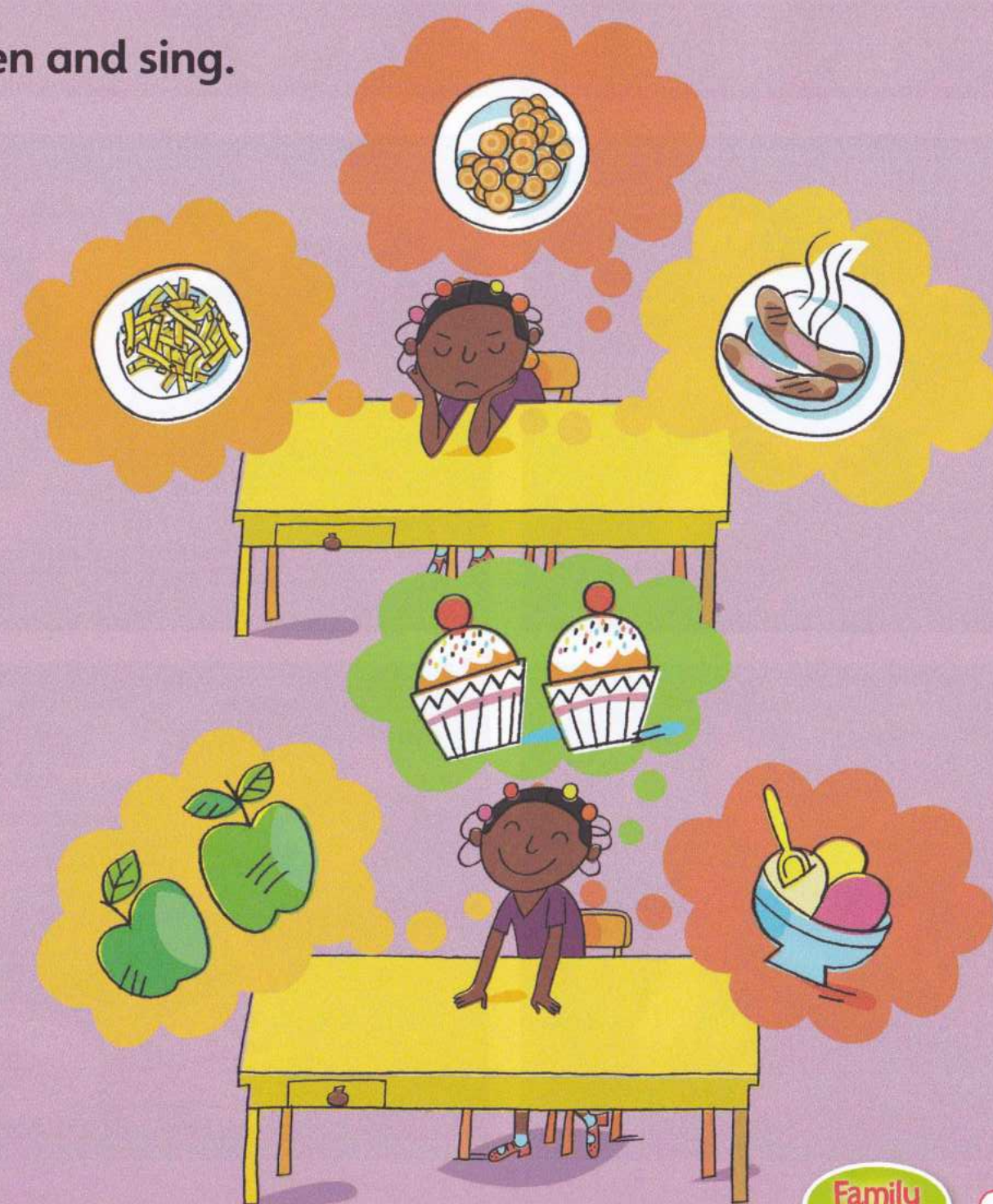
Aim: to practise talking about likes and dislikes

- Draw pictures of a shark, a snake, an elephant (or just its head) and a whale on the board. Stick the *dog, cat, cow, horse, rabbit* and *sheep* flashcards on the board near the drawings. Number the drawings and flashcards from 1 to 10.
- Repeat the procedure from the Warm-up activity, this time inviting volunteers to talk about which animals they like and which they don't like.



Listen and sing.

7



Family
fun!

Singing for pleasure

59

Cakes and ice cream

Values



Aims: to present a picture story, to review language from the unit

New language: *carrot soup, full*

Recycled language: *food, hungry, my favourite, Oops, sorry, Oh no! too*

Materials: CD 2, coloured pencils, props for acting out the story (optional): character masks, a big (plastic) bowl, spoons, paper/plastic plates

Language competences: Your students will be able to listen and follow a picture story.

Warm-up

Aim: to review talking about likes and dislikes

- Play the song from PB page 59 (CD 2 Track 30) and encourage students to join in.

Presentation



PB pp60–61 Story: Cakes and ice cream

Aim: to listen to and follow a picture story

- Ask students in L1 what Polly was doing at the beginning of the unit (buying food at the supermarket to make dinner for her friends). Tell them that they are going to listen to a story about the dinner.
- Ask students in L1 about the first picture. *Is it the end of the meal or the start of the meal? What has Polly got? Present soup.* Ask students *Do you like soup?*
- Play the CD. Students follow in their books.
- Play the story again and pause after each picture to discuss in L1 what's happening. After picture 2, say *Look at Leo. Is he hungry? Does he like carrot soup? (Yes).* Say *Yes. He says*

'My favourite'. What about Polly, Gina and Mike? Do they like soup? ... Yes, but look! No soup for Polly, Gina and Mike. Leo's eating the soup.

- Do the same with the other food items for pictures 3–6, e.g. *Only one sausage and one chip for Gina! A little bit of apple for Gina, Mike and Polly!*
- After picture 7, ask *Is Leo hungry? (No).* Ask why in L1. Establish that he's full. Say *Leo says 'I'm too full'. He's eaten soup, sausages and chips and apples. Now he's too full. No cakes and ice cream for Leo.*
- Do the same for picture 8.
Audio script page T105

Practice

- 5** **AB p60** Look at the story. Draw the food.

Aims: to identify missing details and develop pencil control

- Talk about the missing items to feed in the new words *bowl* and *plate*, with the students supplying the food words.
- Students find the pictures in the story and draw the missing parts of the pictures.

- Circulate and ask *What's this? (A sausage)* to check their work.

- **Note:** Students can share PBs if space is tight.

Key: 1 the soup bowl, 2 the plate with one sausage and one chip, 3 the plate with a slice of apple, 4 the plate of cakes

Extension activity

Aim: to reinforce understanding of the story

- Invite four volunteers to the front. Students act out the story with your help, using the character masks and other available props (see 'Materials').
- Encourage students to use key language from the story.
- Invite other students to come to the front and act.

Ending the lesson

Aim: to practise feelings and new language from the story

- Say *I'm happy/sad/scared/angry/hungry/full.* Students mime the feelings.

Aims: to talk about the meaning of a story: eating sensibly, to review language from the unit

Recycled language: language from the story

Materials: CD 2, Unit 7 story stickers, scissors, flashcards (food), Unit 7 mini cards: AB page 92 (optional)

Language competences: Your students will be able to interpret the deeper meaning of a story.

Warm-up

Aim: to review some new language

- Play the song from PB page 59 (CD2 Track 30) again and ask the students to mime the lines.

Practice



PB pp60–61

Story: Cakes and ice cream

Sticker and story values

Aim: to review the story

- Ask the students to tell you in L1 what they remember about the story on PB pages 60 and 61.

Aim: to think about the meaning of the story: eating sensibly

- Play the story again (CD 2 Track 33), pausing at appropriate points to discuss in L1 the values shown. After picture 2, ask *Is Gina happy? Is she hungry? No soup for Gina. Why?* Students explain in L1 that Leo eats all the soup. He isn't eating sensibly. After picture 3, ask *Does Leo like chips? Does Gina like chips? Does Mike like chips?* Explain in L1 that they all like chips, but Leo isn't eating sensibly. Continue like this for pictures 4–6, with students answering in L1 or English when they can. After picture 7, ask *Is Leo hungry? (No). That's right. He's too full. Is he happy? (No).* Explain in L1 that Leo has eaten so much that he can't enjoy the rest of the meal. If he had eaten sensibly and not eaten too

much, he would have had room for cakes and ice cream.

- Point to the last frame and say *Let's look for a sticker.* Students find the Unit 7 story sticker and peel off the sticker. Tell them to turn back to page 61 and then say *Stick.* Ask them to tell you what is wrong with Leo.

Audio script page T105

6 AB p61 Complete the faces with ☺ or ☹.

Thinking skills: applying values from the story to new situations

- Say *Look at the pictures and think. Which picture is right? Students draw a happy face for the second picture.*
- Check answers, e.g. *The girl in picture 1 is greedy. She says 'I'm hungry'. Then she says 'I can't play. I'm too full!' Look! The girl in picture 2 is happy. Why?* Students explain in L1 that she hasn't eaten too much so she can play with her friends.

Key: Picture 2

Extension activity

Aim: to practise language from the story in a game

- Students each have a set of Unit 7 mini cards. In groups of four or more, they mix the cards up and deal them out.
- The object of the game is to collect sets of the same food (e.g. four *sausages* cards).
- The student who plays first asks any of the other students for a card, e.g. *(name) ... sausages. Mmm. I'm hungry.* He/she must

have at least one *sausages* card already in order to ask for another one.

- If the student who has been asked has a *sausages* card, he/she has to hand it over. The first student says *Mmm. My favourite!* and continues his/her turn by asking another student. If the student who has been asked doesn't have a *sausages* card, he/she says *Sorry* and the first student's turn ends.
- When a student has a set of four, he/she puts them down and says e.g. *Mmm. Cakes. My favourite!*
- The student who has the most sets is the winner.

Ending the lesson

Aim: to consolidate new language from the story

- Say *I'm Leo!* and give out the food flashcards at random. Invite the students out individually to offer you a card, saying e.g. *Apples?* If you say *Mmm. I'm hungry.* the student gives you the flashcard. If you say *Oh no! I'm too full.* they keep it.
- In pairs, students practise with the Unit 7 mini cards. Explain that this isn't a game with a winner, but they're just pretending to be Leo in the story.

Note: For the next lesson, you ideally need an empty egg box and empty orange juice and milk cartons or bottles. For the AB activity you will need biscuits and ingredients to decorate them.



Where food comes from

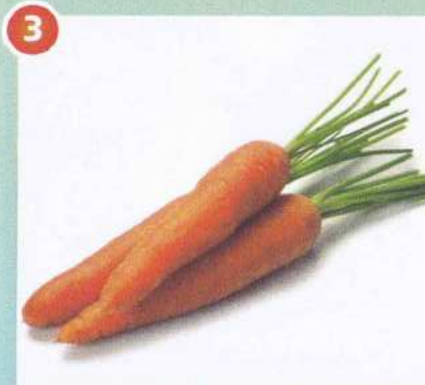
6 Match the food and where it comes from.



eggs



apples



carrots



milk



the ground



a cow



a chicken



a tree

Aims: to integrate other areas of the curriculum through English: Science

New language: ~~eggs, milk, orange juice, hens, trees, the ground~~, *What's your favourite meal? Any pudding? juicy, to drink, orange juice, a glass of (milk)*

Recycled language: *food, I like/don't like, let me think, yes, not, no, definitely, just, that's right, nice, my favourite, cows, parts of the face*

Materials: CD 2, face biscuit ingredients (see Note below), empty egg box, orange juice and milk cartons/bottles (optional)

Language competences: Your students will learn new food items and begin to talk about where food comes from.

Note: The AB craft activity involves decorating biscuits. Check if anyone in the class is diabetic or allergic to any of the ingredients (nuts, wheat, dairy), and whether your school allows food in the classroom. You will need plain biscuits / flat cakes, icing sugar mixed with water, edible decorations (e.g. coloured/chocolate sprinkles, silver balls, liquorice laces, sweets, dried fruit and nuts).

Warm-up

Aim: to present new food vocabulary

- Use real items or drawings on the board to present and practise *eggs, orange juice* and *milk*.
- Say *I like (eggs). Do you like (eggs)?* Encourage individual students to say *I like / I don't like (eggs)*.

Presentation

6 **PB p62** Match the food and where it comes from.

Thinking skills: associating food with its source

- Point to the photos of food. Students say the words.
- Tell students to look at photos 1–4. Give or check the words as follows: *1 the ground, 2 ... What's this? (A cow), 3 a chicken, 4 a tree*.
- Ask in L1 which photo matches eggs (3) and why. Then give the sentence in English: *Yes, eggs come from chickens*. Students then draw lines for all the food.

- Check answers by saying the food items. Students give the photo numbers. Say *That's right* and help the students to say *(Eggs) come from (chickens/trees/the ground)* and *Milk comes from cows*.

Key: eggs – 3, apples – 4, carrots – 1, milk – 2

7 **AB p62** Make biscuit faces.

Aim: to follow instructions and make biscuit faces

- Point to the picture of the completed biscuit faces. Say *Look! Biscuits with faces! They've got eyes, a nose and a mouth*. You may like to teach the word *hair*.
- Students decorate biscuits or flat cakes in the same way. You may wish to ice the biscuits/cakes yourself and allow students to decorate them. They should do this while the icing is still wet, using spoons to push or sprinkle the decorations into the icing. Circulate and ask *What's this? (Nose/Mouth)*, etc.
- Invite volunteers to describe their finished faces.

Extension activity

Aim: to talk about where food comes from

- Use the photos on PB page 62 to help to explain *Our food comes from the ground, animals and trees*. Talk about other food words that the students know, using AB page 62. Encourage them to use as much English as possible but use L1 to clarify, e.g. *chips come from the ground* (from 'potatoes', in L1).

Ending the lesson

Aim: to revise parts of the face

- Invite volunteers to name four items to make their favourite meal.
- Show one of the biscuits made in the AB activity and point to different parts of the face. Say *Here's my face, two eyes ...* etc. Students work in small groups to show and describe their biscuits.

Note: For the next lesson, ask the students to bring magazines or leaflets with photos of food and animals used for food, appropriate for your teaching situation.

Aims: to encourage children to think about where food comes from, to review language from the unit, to encourage children to reflect on their learning

Recycled language: food, (Eggs) come from (hens/trees/the ground), Milk comes from cows, animal

Materials: flashcards (food), magazines/leaflets/ internet printouts with photos of food and animals/trees/landscapes, scissors, coloured card or paper arrows, glue, poster paper or card (optional)

Language competences: Your students will be able to talk about where food comes from in English.

Warm-up

Aim: to review food items from the previous lesson

- Use the pictures or photos on PB page 62 to review *eggs*, *milk* and *orange juice*.
- Draw some eggs, a glass with white liquid (for milk) and a glass with an orange next to it and orange (or dark) liquid in it (for orange juice) on the board. Add the flashcards and number the food items from 1 to 9.
- Say *I like / don't like (eggs)*. Students say the number.
- Say the numbers. Students make sentences.
- Point to each item and ask *Where does it come from? An animal? The ground? A tree?* (using gestures to remind students of the meaning of *ground* and *tree*).

Practice

7 Think! PB p63 **Make food collages.**

Thinking skills: organising information

- Use the photos to explain the activity in L1.
- Share out the magazines/leaflets/printouts, card/paper arrows, scissors and glue. Students cut out pictures of food items and of where the

food comes from (a tree, a field, an animal) and stick the pictures onto paper or card. They stick on an arrow to show that the food comes from the food source.

- Circulate and feed in any extra vocabulary as necessary, e.g. *What's this? Do you like (tomatoes)? Where do (tomatoes) come from?*
- When the collages are complete, you could display them with a title *Where our food comes from*.
- Point to a food item and ask *Where does it come from? A tree? The ground? An animal?* Students say e.g. *An animal. Say That's right. (Meatballs) come from animals, from cows.*

8 AB p63 Say the words. Colour the circles.

Aim: to create a record of learning

- Students colour the circles if they can say the words on their own. Ask them all to use the same colour or let them use any of the six colours that they know.
- Circulate and ask students to say the words.
- Ask students to trace the words if you wish. Circulate and check that they are forming the letters correctly.

Extension activity

Aim: to practise listening and think about where food comes from

- Teach students actions as follows:
 - flapping your arms like wings and clucking (hen)
 - saying *Moo* (cow)
 - spreading your hands out in front of you (ground)
 - stretching your arms up high like branches (tree)
- Say a food word. Students do the correct action to show where the food comes from and/or say the word. When all the students have done the action, make a sentence, e.g. *Yes. Eggs come from hens./Milk comes from cows./Ice cream comes from cows./Carrots come from the ground./Chips come from the ground./Apples come from trees.*

Ending the lesson

Aim: to practise listening and think about where food comes from

- Make sentences about where food items come from: some true, some false. Students say *Yes/No*, e.g.:
 - Eggs come from the ground. (No.)*
 - Sausages come from animals. (Yes.)*
 - Carrots come from trees. (No.)*
 - Apples come from animals. (No.)*
 - Milk comes from cows. (Yes.)*

Phonics

- See page T91 for Unit 7 Phonics.

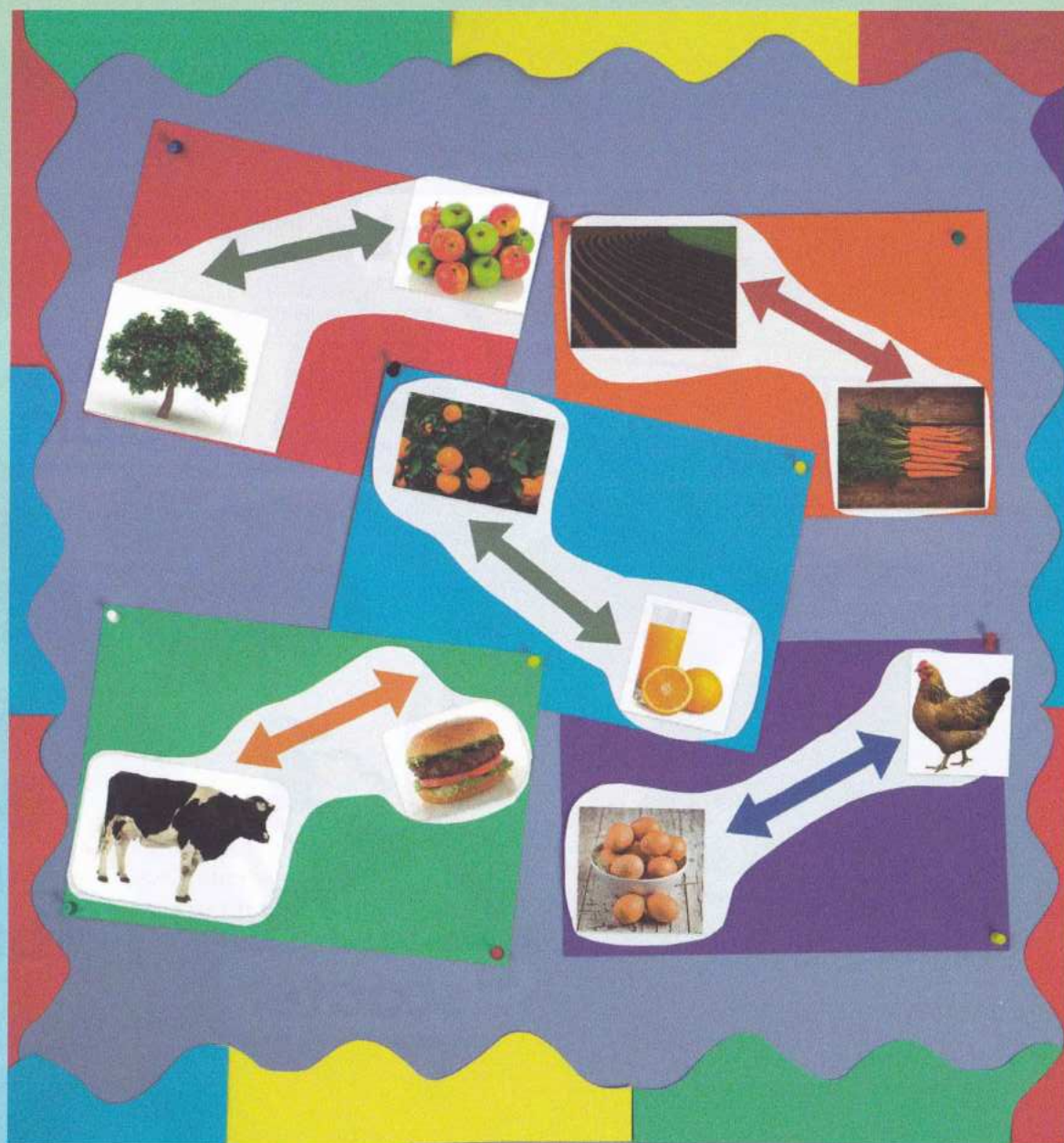
Review

- See page T98 for Review Unit 6 and Review Unit 7.

7

Think!

Make food collages.



8

All aboard!

1 CD2
36

Listen and point. Say the words.

1 boat



2 train



3 car



4 scooter



5 bus



6 bike



Aims: to present and practise words for transport, to say a chant with the class

New language: *boat, train, car, bike, scooter, bus, driving, That's cool, ride, sail, drive, Off we go!*

Recycled language: *plane, Wow, Come with us, I've got a (red) (boat).*

Materials: CD 2, Unit 4 *plane* flashcard, flashcards (transport), coloured pencils or crayons

Language competences: Your students will be able to name methods of transport. Your students will be able to join in with a chant.

Warm-up

Aim: to introduce the topic

- Show the *plane* flashcard. Say *What's this?* Ask *Do you like planes? Are you scared?* Ask in L1 if anyone has been on a plane and if they liked it.
- Explain in L1 that students are going to learn about other methods of transport. Ask for examples in L1.

Presentation

1 CD2 36 **PB p64** Listen and point. Say the words.

Aim: to present vehicles

- Point to Mike's book and ask *What's this?* (A book). Say *Yes. Mike is looking at a book.* Ask *What animals can you see? What's 1?* Students name the animals (*rabbit, cat, dog, cow, elephant, sheep*). Say *Point to the snake.* Students point. Say *Yes. It's in a plane.*
- Tell students in L1 that they are going to learn the names of the other vehicles.
- Play the CD. Students point to the numbered items.
- Play the CD again. Students repeat.
- Say the words out of order. Students point.

Audio script page T105

Practice

1 CD2 37 **PB p83** Listen and chant.

Aim: to practise vehicles

- To preview the *-ing* form, point to the picture on PB page 64 and ask *Who's (driving) a (car)?* Students say the correct animals.
- Play the chant. Students point to the vehicles.
- Confirm the meaning of the new verbs in L1, but there is no need to practise saying them beyond the context of the chant. (The students will learn to use these verbs in the *-ing* form in the next lesson.)
- Play the chant again. Students do a mime for each action (riding a scooter for *ride a scooter*, pulling a rope on a boat for *sail a boat*, moving a steering wheel for *drive a car*, holding handlebars and ringing a bell for *ride a bike*, using a bigger steering wheel for *drive a bus* and pulling the cord to sound the horn of a train for *drive a train*).
- If there is space in your classroom, arrange students in a large circle so that they can walk around to the music between verses. They stop to do the mimes. They can also hold onto each other to form a human train at the end of the chant for *Come with us!*

Audio script page T105

1 AB p64 Match and say sentences.

Thinking skills: recognising shapes

- For procedure, see page T40. Help the students to make sentences, e.g. *I've got a (red) (boat).*

Extension activity

Aim: to review transport and practise memory skills

- Put the flashcards in the correct order for the chant on the board. Say the chant together.
- Remove the first flashcard and say the chant again.
- Continue removing flashcards one by one until the students are saying the whole chant from memory.

Ending the lesson

Aim: to practise methods of transport

- Play the chant again for students to join in. Use the flashcards as prompts.

Aims: to present and practise *I'm driving / flying / riding / sailing*, to review transport

New language: *I'm driving / flying / riding / sailing*

Recycled language: transport, plane, yes, no, dog, cat, rabbit, parrot, lion, monkey

Materials: CD 2

Language competences: Your students will be able to describe ways of travelling.

Warm-up

Aim: to review vehicles

- Play the chant from PB page 83 (CD 2 Track 37) for students to join in and do the actions.

Presentation



PB p65 Listen and colour. Play the mime game.

Aim: to present *I'm ...-ing* and review transport

- Point to the pictures in random order for students to say the words.
- Play the first two lines of the recording and ask *What colour? (Blue) Which picture? (Boat)*. Show students how to colour the circle near the boat blue.
- Play the rest of the recording. Students listen and colour.
- Check answers by saying the sentences in order across the page for students to give the colour, e.g. *I'm driving a bus. (Red)*.

Key: Top row: red, yellow, orange
Bottom row: green, purple, blue

- Do a mime yourself (e.g. driving a car). Students guess, e.g. *Driving a car*. Encourage them to ask the question *Are you driving a car?* Say Yes. *I'm driving a car* (or No).
- Play the game as a class or put students into groups.

Audio script page T105

Practice



AB p65 Follow the lines. Say the sentences.

Aim: to practise *I'm ...-ing* and transport words

- Review the animal and transport words.
- Do item 1 with the class, saying *Look! I'm a dog. Follow the line*. Trace the line with your finger and say *I'm driving a train*. Students trace over the lines, matching each animal with a method of transport. Circulate and help students to make sentences with *-ing* forms.

Key: 1 I'm a dog. I'm driving a train. 2 I'm a cat. I'm riding a bike. 3 I'm a rabbit. I'm riding a scooter. 4 I'm a parrot. I'm driving a bus. 5 I'm a lion. I'm sailing a boat. 6 I'm a monkey. I'm flying a plane.

Extension activity

Aim: to practise *I'm ...-ing* and transport

- Check that students can name the animals in Mike's book on PB page 64. Remind them of the word *snake* if necessary.
- Make sentences, e.g. *I'm a snake. I'm flying a plane*.
- Invite volunteers to do the same thing. Say the animal word. The student makes two sentences.
- Do a transport mime and ask *Who am I?* Students say the animal. Say Yes. *I'm a (cow). I'm (riding) a (bike)*. Repeat with other mimes.

Ending the lesson

Aim: to practise recognising verbs and transport.

- Pretend to be an animal from AB page 65. Say *I'm sailing a boat*. Students look at the completed activity and say *I'm a lion*.
- In pairs, students practise in the same way.

2 CD2 38

Listen and colour. Play the mime game.

1



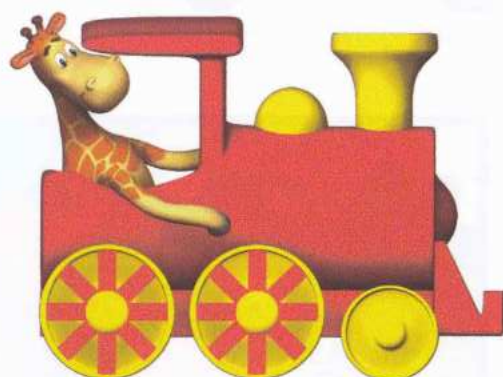
2



3



4



5



6



Listen and act. Listen and match.



1

2

3

4

5

6



Aims: to stimulate the students' imagination through listening and acting out

New language: *you're (flying), land (v), get out, ask for*

Recycled language: *flying, your, plane, There's a café, under, go, to, lots of, ice cream, yummy*

Materials: CD 2, flashcards (vehicles), Unit 8 mini cards (AB page 90)

Language competences: Your students will be able to listen and do actions to demonstrate meaning.

Warm-up

Aim: to review transport

- Show the flashcards. Students say the words.
- Say phrases e.g. *driving a car*. Students mime.

Practice



PB p66 Listen and act.

Aim: to review language and practise following instructions

- With books closed, say the instructions with the CD. Show the class a clear mime for each action, e.g. 1 lean over while steering, 2 point down to the ground, 3 pull an imaginary steering wheel towards you, 4 open the cockpit door, 5 take a bowl of ice cream from an imaginary waiter, 6 pretend to eat ice cream with a spoon.
- Play the CD again. This time say *Listen and act!* for students to join in with the mime.

Audio script page T105



PB p66 Listen and match.

Aim: to practise listening and ordering pictures

- Point for students to say the numbers 1–6.
- Play number 1 and demonstrate drawing a line from the big 1 to the last picture of the boy flying his plane. Run your finger around the frame and say *Number 1 is orange*.

- Play the rest of the recording. Students draw lines from the other numbers to the correct pictures.
- Check answers by saying a number and asking *What colour?*

Key:

1 orange, 2 blue, 3 yellow, 4 red, 5 purple, 6 green

Audio script page T106



AB p66 Listen and circle.

Aim: to practise listening to details

- Ask students which activities they can see on AB page 66.
- Say *Listen and circle* and play the first two lines of the audio and then point to number 1 and demonstrate drawing an example circle around the picture of the boy in the car.
- Continue with the rest of the audio, pausing to allow students to circle.
- Check the answers by saying the numbers and getting the students to say the full sentence.
- Then give the instructions again in a different order and in the second person, e.g. by saying *You're flying a plane* for the students to mime.

Audio script page T106

Extension activity

Aim: to review the actions and the instructions

- Split the class into 6 groups and give each group a number from 1 – 6. Tell them that each group needs to look at the pictures on the PB page and practise the action which matches their group number.
- Play the recording again so that the groups can do the mime along with the audio. Then tell them that they need to remember the words for their picture. Circulate and help with pronunciation where necessary. Then the whole class performs the instructions – speaking and miming – without the audio.

Ending the lesson

Aim: to review the vehicle words

- Stick four vehicle flashcards on the board face down, so that the students didn't see what they were. Using their mini cards, tell the students to place four of them in row on their desks.
- Then turn each flashcard over, eliciting the vehicle word each time. Students see if their chosen mini cards match the ones on the board, and are in the same order.

Aims: to review transport and ways of travelling, to sing a song with the class

New language: *we're having fun, join in, everyone, to the stars, push, All aboard!*

Recycled language: transport, *I'm riding / driving / flying / sailing, look at, us, come, on, the sea*

Materials: CD 2, flashcards (transport)

Language competences: Your students will be able to join in with a song.

Warm-up

Aim: to review *I'm ... -ing* and vehicles

- Do one of the transport mimes from the chant on PB page 83. Encourage students to guess with an *-ing* form phrase, e.g. *Driving a train*. Say *Yes. I'm driving a train. / No. Guess again.*
- Invite volunteers to choose a flashcard and to mime for the class to guess.

Presentation



PB p67 Listen and sing.

Aim: to review *I'm ... -ing* and vehicles

- Play the song. Students listen and point.
- Say sentences about the pictures, e.g. *I'm sailing a boat*. Students point to the correct picture.
- Ask in L1 which vehicle from the first lesson is missing and elicit the answer in English (*bus*).
- Use the picture to confirm the meaning of *stars*.
- Play the song again for students to join in. Encourage them to do a mime for each vehicle and to point to the sky for *I'm flying to the stars*.
- Use the karaoke version to practise the song in six groups.

Audio script page T106

Practice



AB p67 Listen, point and say the words.

Aim: to associate sounds with vehicles and practise the words

- Play the first sound effect. Point to the page and ask *Where is it?*
- Students point to the silhouette of the bike. Say *I'm riding a ... (bike).*
- Play the rest of the recording, pausing after each sound. Students point to the correct silhouette and say the word or a complete sentence with *I'm ... -ing.*

Key: The vehicles are heard in the same order as the song: bike, car, plane, train, scooter, boat.

Audio script page T106

Extension activity

Aim: to think about ways of travelling

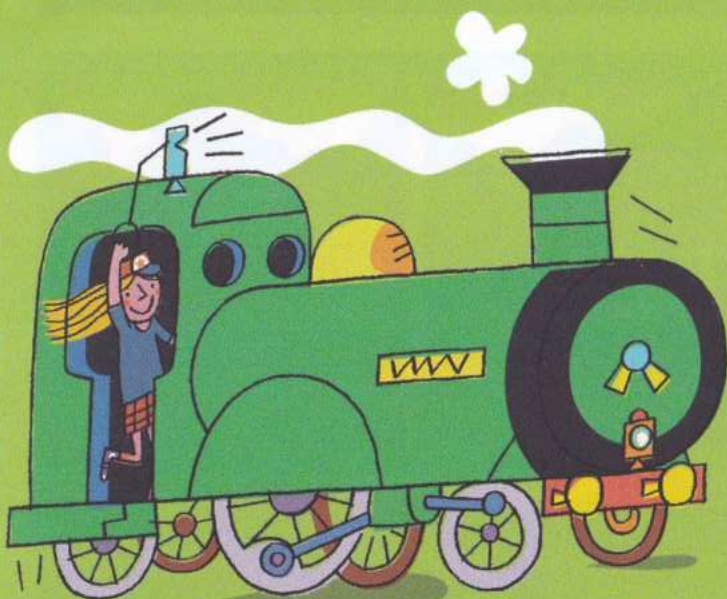
- Show the flashcards. Students make sentences, e.g. *I'm riding a scooter.*
- Explain in L1 that you are going to put the flashcards in order from the slowest to the fastest. Confirm that you are going to start with the slowest, but show the train and say *Number 1? (No). What's number 1? (Scooter).* Invite a volunteer to put the flashcard on the left of the board.
- Work with the class to order the flashcards like this from left to right:
scooter, bike, boat, bus, car, train
Discuss in L1, if necessary, that there are different types of boat (with and without engines) and that some specially-made cars can be faster than trains.

Ending the lesson

Aim: to practise the song

- Play the song for students to join in. Encourage them to do the transport mimes.

Listen and sing.

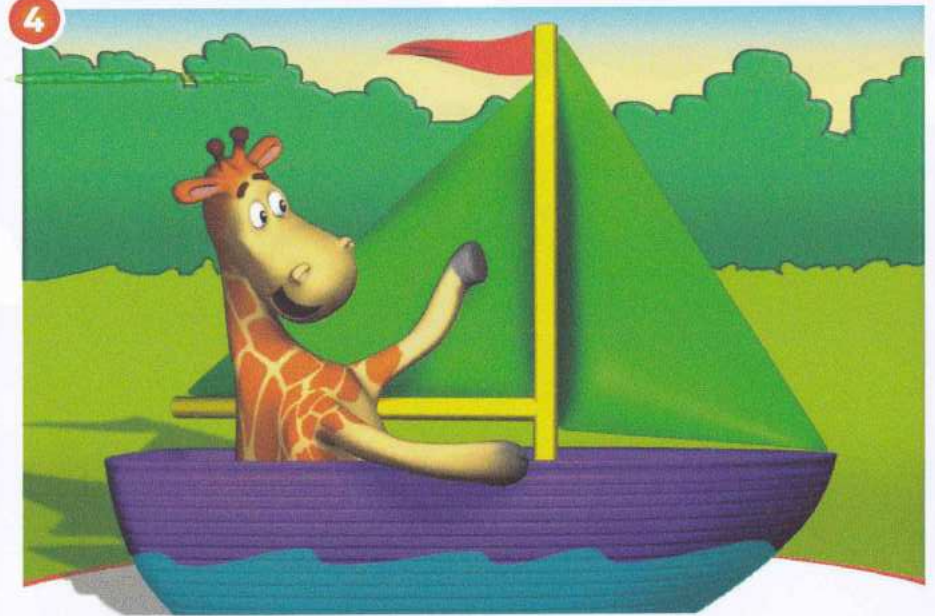


5 CD2 45

Sticker

Oh what fun!

Values



Aims: to present a picture story, to review language from the unit

New language: *this (boat), Super, at the fair*

Recycled language: *vehicles, I'm driving / flying / riding / sailing, look at, Wow, it's, fantastic, yes, I've got an idea, Come with me, we're having fun, Thank you, mum*

Materials: CD 2, flashcards (transport), coloured pencils or crayons, props for acting out the story (optional): character masks, a home-made hat/mask for Mike's mum, a large picture book

Language competences: Your students will be able to listen and follow a picture story.

Warm-up

Aim: to review *I'm ... -ing* and vehicles

- Show the flashcards. Students say e.g. *I'm driving a bus.*

Presentation



PB pp68–69 Story: Oh what fun!

Aim: to listen to and follow a picture story

- Help the students to find PB page 64. Ask students in L1 what Mike was doing (looking at a book with pictures of a car, train, bus, etc.). Tell them that in the story his friends are going to look at the book and then they will find out what happens next.
- Help the students to turn back to PB pages 68–69. Point to the characters in the first picture and ask *Who's this? Who's got the book? Do the animals like the book?*
- Play the CD. Students follow in their books.
- Play the story again and pause after each picture to discuss what's happening: After picture 2, point to Mike's mum. Ask *Who's this? (Mum)*. Ask in L1 what the light bulb in her thought bubble means. Ask *Who says 'And this train'? Gina, Leo or Polly? (Leo)*. After picture 3, draw a light bulb in a thought

bubble on the board, look as if you have an idea and say *Mum says 'I've got an ... (idea)'*. Remind students, if necessary, that Mike used the phrase when he was going to play a trick on Gina (PB page 24) and when he thought of using the stick (PB page 36).

- Ask students what the characters are saying in pictures 4–7. Students say the sentences in English. At the end of the story, discuss in L1 where the animals are and present *fair*.

Audio script page T106

Practice

- 5** **AB p68** Look at the story. Draw and colour.

Aim: to pay attention to visual details and develop pencil control

- Say *Look at number 1. Find Leo in the story. Leo says 'I'm driving a ... (bus)'. Say Draw and colour the bus* and mime or draw to demonstrate.
- Students find and draw the vehicles for each character.
- **Note:** Students can share PBs if space is tight.
- Check answers by saying the numbers. Students say *I'm (sailing) a (boat)*.

Key: 1 bus, 2 boat, 3 train, 4 plane

Ending the lesson

Aim: to practise language from the story

- Say more sentences from the story. Students name the character who says them. Here are some sentences that you could use:
And this train. Wow ... it's fantastic. (Leo)
Come with me. (Mum)
I'm driving a train! (Polly)
I'm driving a bus! (Leo)
We're having fun at the fair! (Gina and Leo)

Extension activity

Aim: to reinforce understanding of the story

- Invite five volunteers to the front. Students act out the story with your help, using the character masks and other available props (see 'Materials').
- Encourage students to use key language from the story.
- Invite other students to come to the front and act.

Aims: to talk about the meaning of a story: saying *thank you*, to review language from the unit

Thinking skills: interpreting the values in a story

Recycled language: language from the story

Materials: CD 2, Unit 8 story sticker

Language competences: Your students will be able to appreciate the values shown in the story.

Warm-up

Aim: to review *I'm ... -ing* and vehicles

- Play the song from PB page 67 (CD 2 Track 42) for students to join in.

Practice



PB pp68–69 Story: Oh what fun!

Sticker and story values

Aim: to review the story

- Ask the students to tell you in L1 what they remember about the story on PB pages 68 and 69.

Aim: to think about the meaning of the story: saying *thank you*

- Play the story again (CD 2 Track 45), pausing at appropriate points to discuss in L1 the values shown:
After picture 2, ask *Do the animals like the car, the bus, the boat, the train and the plane?*
After picture 3, ask *What is Mum's idea?* Discuss in L1 why she decides to take them to the fair (so that they can enjoy themselves on the rides).
After each of pictures 4–7, ask *Is (Gina) happy or sad? (Happy).* Say *Yes. He/She's having fun!*
- After picture 7, point to the last frame and say *Let's look for a sticker.* Help students find the Unit 8 story sticker. Tell them to peel off the sticker and then to turn back to page 69 and then say *Stick.*

- Say *Look at picture 8 now.* Encourage students to talk about the picture. Then say *Mike is waving to his mum* and mime waving. Ask *What does he say?* Students say *Thank you, Mum!* Talk in L1 about the fact that Mike appreciates his mum's idea and so he says *Thank you.*
- Ask students for examples of times when their family have taken them to places so that they can have fun. Do they always remember to say *Thank you?*

Audio script page T106



AB p69 Complete the faces with ☺ or ☹.

Aim: to apply values from the story to new situations

- Say *Look at the pictures and think. Which picture is right?* Students draw a happy face for the first picture because it shows the boy being appreciative.
- Check answers. Say *The boy in picture 1 says 'Thank you'. Look at picture 2. He takes the present (use mime) ...but he doesn't say 'Thank you'.*

Key: Picture 1

Extension activity

Aim: to practise being appreciative

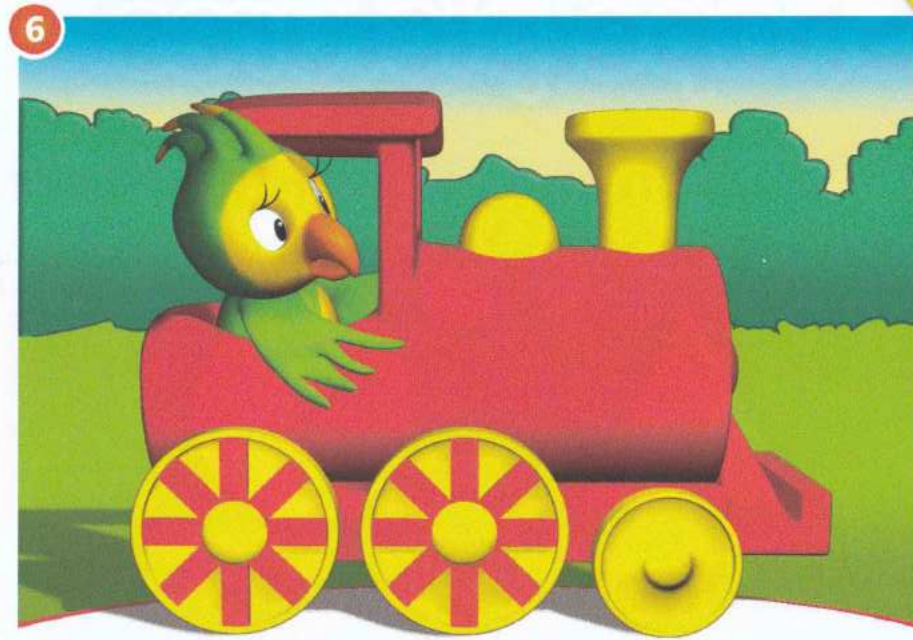
- Choose a group of five or six students to act out the first situation on AB page 69. Tell students in L1 to imagine that they are at a party. Choose a volunteer to be the boy/girl whose birthday it is. Students mime dancing or playing games. Encourage them to say *We're having fun!*
- Mime bringing out a cake and counting the candles (e.g. *one ...two ...three ...four ...five ...six!*). Sing a birthday song that your students know and the student playing the 'birthday boy/girl' mimes blowing out the candles.
- The students mime giving the 'birthday boy/girl' presents. Encourage them to say *Here you are.*
- The 'birthday boy/girl' says *Thank you, (name).*

Ending the lesson

Aim: to practise language from the story

- Do one of the transport mimes, e.g. sailing a boat, but say *I'm driving a train. Yes? (No! Sailing a boat.)*
- Repeat with other mimes, sometimes saying false sentences, sometimes true sentences.

Note: For the next lesson, you will need items in your classroom which are these core shapes: **triangles** (e.g. mathematical set squares, musical triangles, coat hangers), **squares** (e.g. the seat of a chair, windows), **circles** (e.g. wheels on a trolley, wall clock, coins, the base of a paint pot or pencil pot) and **rectangles** (e.g. books, windows, board).



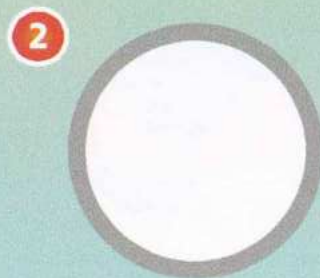
Shape pictures

6 CD2
46

Listen and colour. Find shapes in the classroom.



triangle



circle



square



rectangle



Aims: to integrate other areas of the curriculum through English: Maths

New language: *triangle, square, circle, rectangle*

Recycled language: *Colour the ... (blue), blue, green, red, orange, numbers 1–8*

Materials: CD 2, coloured pencils or crayons, items of different shapes (see Note on page T69), paper triangles (boat sails), coloured pencils or crayons, ice lolly sticks or thin card cut into strips (one per student), sticky tape, large plastic tray (without holes in the bottom), water

Language competences: Your students will learn the names of four shapes.

Warm-up

Aim: to present shapes

- Use the pictures on PB page 70 to present shapes.
- Practise the whole sentence *It's a (triangle)*.

Presentation



PB p70 Listen and colour. Find shapes in the classroom.

Aim: to practise shapes and colours

- Point to the shapes. Say *Listen and colour the triangle, the square, the circle and the rectangle*.
- Play the CD. Pause after each sentence to give students time to colour.
- Play the CD again for students to check.
- Check answers by calling out the shape. Students say the colour. They also hold up their books.
- Place any extra examples of shapes that you have brought to class around the room.
- Point to each example in the photo on PB page 70 and ask *What shape is this? A circle, a rectangle, a square or a triangle?* Ask the students if they can see any items like these in the classroom.

- Encourage the students (two or three at a time) to walk around and find objects in the classroom that are one of the four shapes. As they find something, they hold it up (or point) and say the shape.

Audio script page T106

7 AB p70 Make a boat. Have a race.

Aim: to follow instructions and make boats

- Use the pictures to explain the activity.
- Give out the paper triangles (or ask students to cut out triangle shapes for the sails). Ask *What shape is it?* Students colour their sails as they wish.
- Students fold the bottom of the sail and fix it on the lolly stick with sticky tape. Circulate and check that the sails are stuck well. Ask *What colour is your boat?*
- Three or four students place their 'boats' on the water at one end of the tray.
- Students blow the boats and see who reaches the other end first. They are not allowed to touch them.
- **Note:** If you have access to a safe play area with a paddling pool, you could make bigger boats by using the lolly stick as a mast, sticking the sail onto it and then sticking the lolly stick upright on a plastic or polystyrene supermarket tray. The sticky tape needs to be wound round the lolly stick several times.

Extension activity

Aim: to practise shapes

- If possible, move the furniture to the middle.
- Draw simple shapes on pieces of paper and stick them on the walls of the classroom at a height that your students can reach.
- Say *Stand up. Touch the (triangle)*. Students move to touch the correct shape.
- In a large class, students can stand up and point.

Ending the lesson

Aim: to practise shapes

- Show students how to make each of the four shapes by holding up their hands: triangle: thumbs and index fingers of each hand out straight, points touching, square: thumbs and third fingers out straight, points touching, rectangle: thumbs and fourth fingers out straight, points touching, circle: thumb and index finger curved around to meet at the points.
- Say a shape. Students hold up their hands in the correct shape as quickly as they can.

Aims: to extend the focus on Maths through English, to review language from the unit, to encourage children to reflect on their learning

Recycled language: triangle, square, rectangle, circle, numbers 1–10, colours, transport

Materials: CD 2, coloured pencils or crayons, coloured card or paper cut into different sizes of triangles (of different shapes), squares, circles and rectangles, scissors, glue

Language competences: Your students will be able to use four shape words.

Warm-up

Aim: to review shapes

- Draw shapes on the board. Students say the words.

Practice

7

Think!

PB p71 Count the shapes.
Make a shapes picture.

Thinking skills: focusing on detail

- Draw different triangles on the board (with three equal sides, two equal sides and no equal sides). Explain in L1 that they are all triangles. Do the same with rectangles of different lengths and widths.
- Focus on the first picture on PB page 71. Point to the front of the train and ask *What shape is it? (Triangle)*. Say *How many triangles in the picture? Count all the triangles*. Check answers (*Three*).
- Say *Count all the circles. Count all the rectangles. Count all the squares*. When you have counted all the shapes as a class, ask *And what is it? (A train)*.

Key: 1 Three triangles, one square, six rectangles, four circles (train)
2 Six triangles, three rectangles, four circles, one square (plane)

3 Nine rectangles, one triangle, two squares, two circles (bus)

4 Seven triangles, four rectangles (boat)

- Explain in L1 that they are going to make similar pictures using shapes.
- Help the students to plan their pictures in pencil first.
- Students then make a transport picture as in the photo, cutting out shapes or using the ones that you have provided and sticking them on a piece of paper.
- Students talk about their pictures in pairs or groups, e.g. *Two squares, a rectangle, ... etc. It's a train*.
- Invite volunteers to show and describe their pictures.

8

AB p71 Say the words. Colour the circles.

Aim: to create a record of learning

- Students colour the circles if they can say the words on their own. Ask them all to use the same colour or let them use any of the six colours that they know.
- Circulate and ask students to say the words.
- Ask students to trace the words if you wish. Circulate and check that they are forming the letters correctly.

Extension activity

Aim: to practise listening and describing shapes

- Students draw an abstract picture using one, two or three of each shape.
- Students work in pairs. Student 1 keeps his/her picture hidden and tells his/her partner what to draw, e.g. *Draw one square. Draw three rectangles. Draw two triangles. Draw one circle*.
- Students compare pictures and count the shapes. (Although they will have used the same number of shapes, the pictures will probably look different.) They then swap roles.

Ending the lesson

Aim: to practise shapes

- Tell students to make shapes with their hands, as in the previous lesson, this time working in pairs. Circulate and ask *What shape is it?*
- Give students time to try forming the shapes before choosing a pair to show possible positions.

Phonics

- See page T92 for Unit 8 Phonics.

7
Sticker

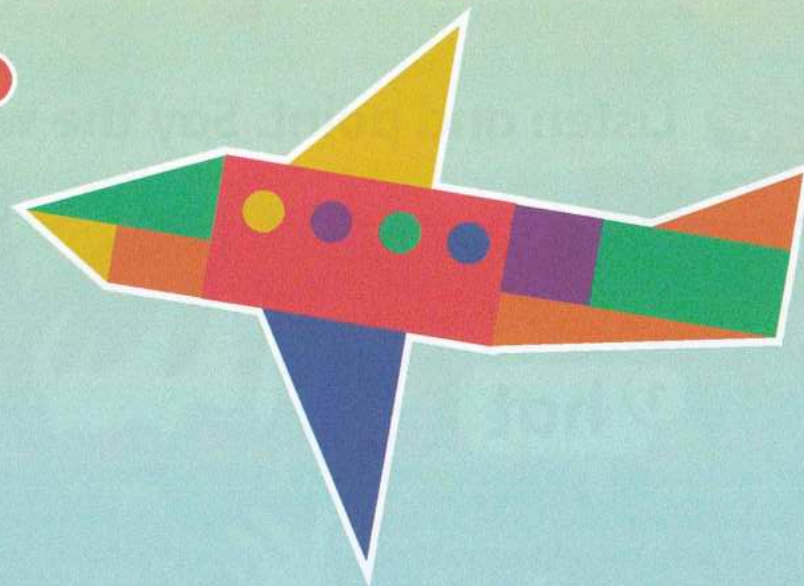
Think!

Count the shapes. Make a shapes picture.

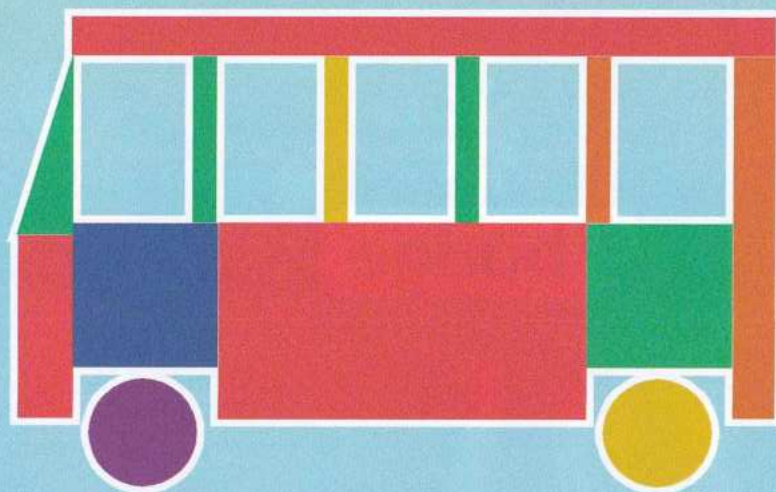
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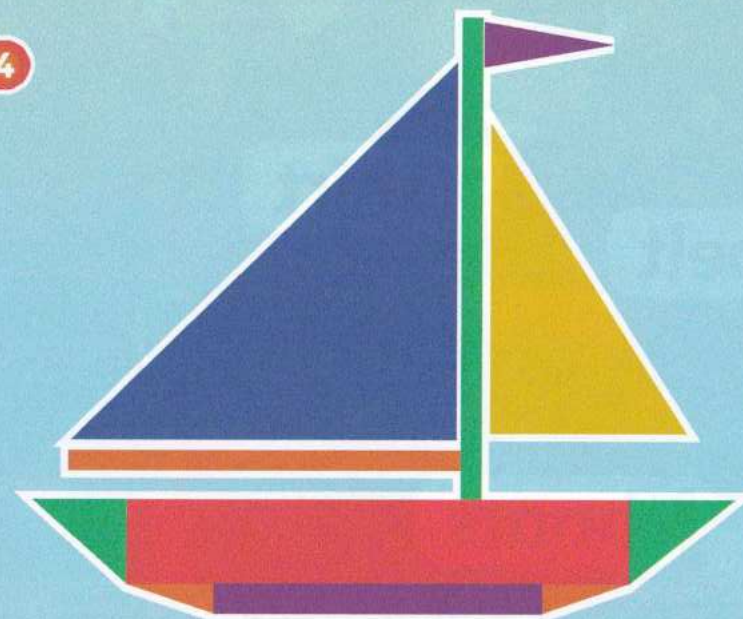
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3



4



9

Party clothes

1 CD2
49

Listen and point. Say the words.

1 hat

2 belt

4 shirt

3 boots

5 badge

6 shoes

Aims: to present and practise clothes, to say a chant with the class

New language: *hat, belt, boots, shirt, badge, What a great party! Mike's a cowboy. That's that!*

Recycled language: *I like, your, (purple) (shirt), shoes, toys, classroom objects, numbers 1-10*

Materials: CD 2, flashcards (toys, classroom objects), items of clothing

Language competences: Your students will be able to name clothes. Your students will be able to join in with a chant.

Warm-up

Aim: to review (colour) + (noun)

- Show flashcards of toys and classroom objects. For each item ask *What's this?* and *What colour is it?* Then encourage students to say full sentences, e.g. *It's a (green) (pencil)*. Model *an orange desk* but students don't need to focus on *an* at this stage.

Presentation

1  **CD2 49** **PB p72** Listen and point. Say the words.

Aim: to present clothes

- Ask *Who's in the picture? Where are they?* Students tell you in L1 that the animals are at a party. Say *Yes. It's a party*. Point to the animals' clothes and ask in L1 what type of party it is (a fancy dress party).
- Tell students in L1 that they are going to learn the names of some of the characters' clothes.

- Play the CD. Students point to the numbered clothes.
 - Play the CD again. Students repeat the words.
 - Say the words out of order. Students point.
- Audio script page T106

Practice

1  **CD2 50** **PB p84** Listen and chant.

Aim: to practise clothes and colours

- Point to Mike and say *Look! It's Mike at the party. He's got a big hat, boots, a badge ... and a horse. What is he?* Students answer in L1. Present cowboy.
- Play the chant. Students point to the clothes.
- Ask *What colour is Mike's (shirt)? (Purple)*. Say *Yes. He's got a (purple) (shirt)*.
- Play the chant again for students to join in.

Audio script page T106

1 **AB p72** Draw five lines. Guess with your friend.

Aim: to practise clothes and counting

- Practise saying phrases to talk about the clothes around the cupboard, e.g. *five hats, three belts*, etc. Model the extra syllable in *badges*.

- Demonstrate the activity by drawing five lines in your own book from single or grouped items to the cupboard.
- When everyone has chosen, explain in L1 that students are going to work in pairs. They have to keep their books hidden and take it in turns to guess which five things their partner has chosen.

Extension activity

Aim: to transfer clothes to a real context

- Show the class the clothes that you have brought. Ask *What's this? What colour is it?*
- Invite volunteers to put on the clothes. You may like to introduce the phrase *I'm wearing* (which students will hear on PB page 78).

Ending the lesson

Aim: to practise items of clothing

- Invite volunteers to tell the class what they have in their cupboard from the AB activity.

Aims: to review and extend food and drink vocabulary, to review talking about likes and dislikes

New language: *sweets, crisps, biscuits*

Recycled language: *food, sandwich, eggs, salad, orange juice, milk, clothes, I like / I don't like* (optional vocabulary revision: classroom objects, toys, furniture, transport)

Materials: CD 2, flashcards (food, clothes), a cardboard sandwich, some sweets, a packet of crisps, a packet of biscuits, an empty egg box, empty cartons of orange juice and milk (optional)

Language competences: Your students will be able to name three more items of food.

Warm-up

Aim: to review and present food items

- Use the food flashcards, props or drawings on the board to review food and drink items (see 'Recycled language'). Ask the students in L1 to find the first thing that Polly served her friends on PB page 60 (carrot soup).
- Use real food or drawings on the board to present the new items *sweets, crisps* and *biscuits*.
- Leave the food flashcards and drawings on the board.

Presentation



2 **CD 2** **51** **PB p73** Listen and point. Choose food for a class party.

Aim: to practise talking about food likes and dislikes

- Play the CD. Students listen and point to the pictures.
- Pause after each item and invite some students to make a sentence with *I like* or *I don't like*.

- Say *Imagine. We're going to have a party for the class. Which food do you like?* Explain in L1 that students can only choose 10 of the 15 items in the pictures. Say *Circle ten things with a pencil*. Give the students time to choose their items.
- Say a word and ask for a show of hands. Count in English up to 10 (and beyond in L1) and write the total next to the flashcard or drawing on the board.
- Work out, with the class, the ten most popular items and tick the relevant flashcards or drawings. Say *Our party food!* Point to each item in turn and ask students to say the words.

Audio script page T106

Practice



2 **AB p73** Follow the food and drink.

Aim: to identify food and drinks, to develop pencil control

- Explain in L1 that students need to draw lines only through the food and drink to find their way through the puzzle.
- Point to the example line from the apples to the sweets. Ask in L1 which is the next food (eggs).

- Students work through the puzzle. Circulate and check vocabulary by asking *What's this?*
- Check answers by asking students to list the food and drink items in the correct order through the puzzle.

Key: apples, sweets, eggs, biscuits, crisps, salad, chips, carrots, orange juice, cakes, milk, ice cream, sausages.

Extension activity

Aim: to practise vocabulary from the course

- Use the puzzle on AB page 73 to review vocabulary from the course. Say *Point to the (hat)*.
- Students do the same thing in pairs.

Ending the lesson

Aim: to review clothes

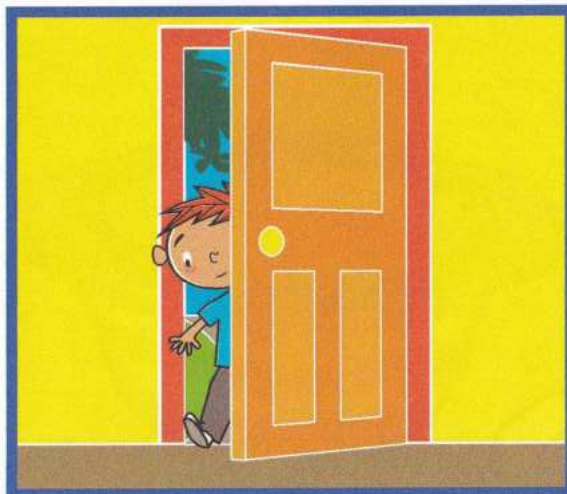
- Review clothes using the flashcards.
- Repeat the chant from PB page 84 (CD 2 Track 50).



Listen and point. Choose food for a class party.



Listen and act. Listen and match.



1

2

3

4

5

6



Aims: to stimulate the students' imagination through listening and acting out, to practise listening to and following instructions

New language: *walk, surprise, dance, party hat*

Recycled language: *open the door, put on, eat cakes, friends*

Materials: CD2

Language competences: Your students will be able to listen and do actions to demonstrate meaning.

Warm-up

Aim: to present two action verbs, to review classroom instructions

- Mime walking and dancing and practise saying the words with your class. Invite them to join in with the mimes.
- Play 'Simon Says'. For procedure see page T10. You can use classroom instructions, such as *open/close your books* and other actions such as *drive a train/bus/car*.

Practice

3 CD2 52 **PB p74** Listen and act.

Aim: to practice following instructions

- With books closed, play the audio and show the class a clear mime for each action, e.g. 1 walking on the spot, 2 turning a door handle and opening the door, 3 Looking surprised and then smiling, 4 putting a hat on your head, 5 eating a cake and smiling, 6 dancing on the spot.
- Say *Listen and act!* and play the audio again. Say the instructions in a different order and see if they can mime them.

Audio script page T106

3 CD2 53 **PB p74** Listen and match.

Aim: to practise listening to details

- Ask the students to open PB page 74 and look at the pictures and numbers together. Say *Listen and match*. Play the first line of the audio and demonstrate drawing a line from the big number 1 to the picture showing the boy walking home. Run your finger around the frame and say *Number 1 is red*.
- Play the rest of the audio. Students draw lines from the other numbers to the correct pictures.
- Check the answers by saying a number and asking *What colour?* Or by asking students to mime the action. You can also encourage students to say some of the words or phrases from the audio.

Key: 1 red, 2 blue, 3 green, 4 orange, 5 yellow, 6 purple

Audio script page T106

3 AB p74 Look and circle the different picture.

Aim: to identify words which are different

- Point to the first row. Invite a student to say the words.

- Ask in L1 why the shoes are crossed out (because the rest are family members). Tell students in L1 to cross out the picture that doesn't belong in each row.
- Check answers by saying the row number and choosing a student to say all the items in the row. Ask *What's the 'odd one out'?* Students say which item they crossed out. Ask them to explain why in L1.

Key: 2 badge (the rest are parts of the face), 3 kite (the rest are clothes), 4 ice cream (the rest are furniture), 5 desk (the rest are farm animals)

Extension activity

Aim: to practise categorising

- Put one flashcard on the board from as many sets as you wish, depending on the time that you have.
- Spread the rest of the flashcards from these sets out on your table.
- Invite a student to pick up a flashcard, say the word and stick it on the board in the right category.
- This could be a team game, with points awarded.

Ending the lesson

Aim: to practise instructions

- Say the instructions again but this time change the last three lines. So, you could have *Put on your party dress. Eat crisps. Yummy!* and *Sing with your friends*. Make up new mimes for the three new lines and encourage the students to copy you and join in.

Aims: to review food, to sing a song with the class

New language: *wonderful, Clap your hands, Turn around, Shout 'Hip, hip, hooray!', in my tummy*

Recycled language: *What a ... party!, time, today, sausages, yummy, ice cream*

Materials: CD 2

Language competences: Your students will be able to join in with a song.

Warm-up

Aim: to review new foods from lesson two

- Draw a bowl of salad, a plate of biscuits, a packet of crisps and some sweets on the board.
- Invite a student to the board and say *Point to the (sweets)*. Ask *Do you like (sweets)?* Repeat with the other items.
- Give out paper and ask the students in L1 to draw four plates. Say *On one plate, draw five biscuits. On one plate draw ten crisps. On one plate draw seven sweets.*
- Students compare their pictures in pairs. Check by asking *How many (biscuits/crisps/sweets)?*

Presentation



PB p75 Listen and sing.

Aim: to learn an action song

- Play the song. Students point to the food.
- Play the chorus of the song and use it, along with gesture and the pictures at the top of the page, to present *Clap your hands, Turn around and Shout 'Hip, hip, hooray!'*
- Play the first verse and use it, along with gesture and the picture of the first group of children, to present *in my tummy*.

- Play the rest of the song. Students point to the appropriate pictures.
- Play the song again, encouraging the students to start chanting the verses quietly and to get louder with the CD.
- Play the song again. The students stand up and join in, copying the actions from the pictures.
- Use the karaoke version to practise the song in two groups.
- **Note:** On a student's birthday, line 2 *It's party time today* can be sung as *It's (name)'s birthday today!*

Audio script page T106

Practice



Find five differences.

Aim: to practise language from the course

- Say *Look at the two pictures. Look very carefully. Are they the same?* Ask in L1. Talk about the example with the students. Point to the hat in picture 1 and ask *What's this? (Hat)*. Say *Yes. In picture 1, there's a hat. Look in picture 2, there's no hat.*
- Students find four more differences. Circulate and encourage students to use as much English as they can to describe the differences.

- Check answers by inviting students to give you a key word, e.g. *dog*. You can then point and explain the difference, e.g. *Yes. In picture 1, this girl's wearing a shirt with a cat. In picture 2, it's a dog.*

Key: In picture 2:

1st row:

there are three sausages (not two)
the girl with her arms in the air has a dog (not a cat) on her shirt

2nd row:

the boy on the right under the sausages is brushing his teeth (not rubbing his tummy)
the boy on the right under the ice cream is sad (not hungry)

Extension activity

Aim: to review feelings

- Do mimes to represent the feelings that students know (*I'm happy/sad/scared/angry/hungry/full*). Students say, e.g. *I'm scared.*
- In pairs, students practise in the same way.

Ending the lesson

Aim: to practise the song

- Play the song again for students to join in and do the actions.

Listen and sing.





Aims: to present a picture story, to review language from the unit

Skills: listening and following a picture story

New language: *Let's dance, Great idea, tired, money, Oh dear, our, What a mess! a lot of work, There! It looks great, Nice work*

Recycled language: *colours, sit down, ice cream, Look (at), no (money), party, everyone, tidy up, again, Here's, for you, Thank you*

Materials: CD 2, props for acting out the story (optional): character masks, a home-made hat/mask (see Note on page T78), party hats, paper ice cream cones, music CD (optional)

Language competences: Your students will be able to listen and follow a picture story.

Warm-up

Aim: to set the scene for the story

- Look at PB page 72. Ask *What does Gina say? 'What a great ... (party)!'*
- Remind the students in L1 that they know a party song. Sing the song from PB page 75 (CD 2 Track 54).

Presentation



PB pp76-77 Story: Nice work!

Aim: to listen to and follow a picture story

- Ask in L1 what the characters are doing (dancing). Explain that they are going to find out what happens at the party.
- Play the CD. Students follow in their books.
- Play the story again, pausing to discuss what's happening after each picture:
After picture 2, ask *Are they angry? (No)*. Mime to present *tired*.
After picture 3, point to the ice cream kiosk. Ask *What's this? (Ice cream)*. Ask in L1 what Polly's got (an empty purse). Say sadly *No money*. Confirm in L1.
After picture 4, say *Look! Bottles, balloons,*

rubbish everywhere! Oh dear! What a mess!
Make a mess on your table with books and pencils and help students to say *Oh dear! What a mess!*

After picture 5, say *Leo's got an idea. He says 'Let's tidy up!'*

After picture 6, remind the class in L1 about Mike's untidy bedroom. Encourage them to join in with the chorus from the *Tidy up!* song. Point to the new character and explain in L1 that he's a bear who sells ice cream. Call him *the ice cream bear*.

After picture 7, ask *Are they angry? (No, happy)*.

Say *Yes. They're happy. The park is tidy again*. After picture 8, ask students in L1 why they say *Thank you* (the ice cream bear gives them ice cream).

Audio script page T107

Practice

- 5** **AB p76** Look at the story. Find and say the picture number.

Thinking skills: paying attention to visual details

- Run your finger around the frame of the first picture and say *What colour is it? (Red)*. Explain in L1 that students need to find the mouse in the pictures. Say *Look! It's a mouse. Find the mouse in the story. Which picture? (Picture 8)*.

- Students find details in the story pictures.
- Check answers by saying the colour of the frames, e.g. *Green? (1)*. Confirm the answer and give students the words in English if you wish, although they aren't core language.

Key: red – 8 (a mouse), green – 1 (a bird/woodpecker), blue – 6 (an apple core), orange – 4 (a bottle), yellow – 2 (a butterfly), purple – 3 (a squirrel)

Extension activity

Aim: to reinforce understanding of the story

- Invite five volunteers to the front. Students act out the story with your help, using the character masks and other available props.
- Encourage students to use key language from the story.
- Invite other students to come to the front and act.

Ending the lesson

Aim: to practise *Let's*

- Say *Let's stand up. Let's dance!* to the class. Play some music for students to dance.
- Stop the music and make more suggestions, e.g. *Let's throw/bounce a ball, Let's hop/jump, Let's ride a bike, Let's open our books, etc.*

Aims: to talk about the meaning of a story, to review language from the unit

Thinking skills: interpreting the values in a story

Recycled language: language from the story, colours

Materials: CD 2, coloured pencils or crayons, the classroom objects, toys and Unit 5 table and chair flashcards and real toys (optional)

Language competences: Your students will be able to interpret the deeper meaning of a story.

Warm-up

Aim: to review the new clothes vocabulary

- Ask students to look at the story on PB pages 76–77 and ask questions about the characters' clothes. For example, say *Who's wearing a green hat? (Mike), Who's wearing a belt? (Mike and Leo).*

Practice



PB pp76–77 Story: Nice work!

Sticker and story values

Aim: to review the story

- Ask the students to tell you in L1 what they remember about the story on PB pages 76–77.

Aim: to think about the meaning of the story: tidying up

- Play the story again (CD 2 Track 56). After picture 4, ask *Are the animals happy? (No. Sad).* Ask why in L1 (because the park is messy). Say *They say 'Oh dear! What a mess!'* After picture 5, say *Leo says 'I've got an idea.' He says 'Let's ... (tidy up).'* Ask in L1 why the animals decide to tidy up (because they made a mess in the park).

- After picture 6, say *Look! Mike says 'It's a lot of work'. He's tired* and mime being tired. Ask in L1 if the animals stop tidying because they are tired (no, they finish the job).

After picture 7, ask *How do the animals feel? (Happy).* Point out the ice cream bear and ask in L1 if the animals have seen him (No).

Point to the last frame and say *Let's look for a sticker.* Help students find the Unit 9 story sticker. Tell them to peel off the sticker and then to turn back to page 77 and then say *Stick.*

- Say *Look at picture 8 now* and talk about why the ice cream bear has given the animals ice cream (because he's happy that they have tidied up). Talk about why it is important to tidy up.

Audio script page T107



AB p77 Complete the faces with ☺ or ☹.

Aim: to apply values from the story to new situations

- Students draw a happy face on the picture which shows children tidying up after themselves.
- Check answers and say *The boys and girls in picture 2 say 'Let's tidy up!'*

Key: Picture 2

Extension activity

Aim: To practise giving and following instructions

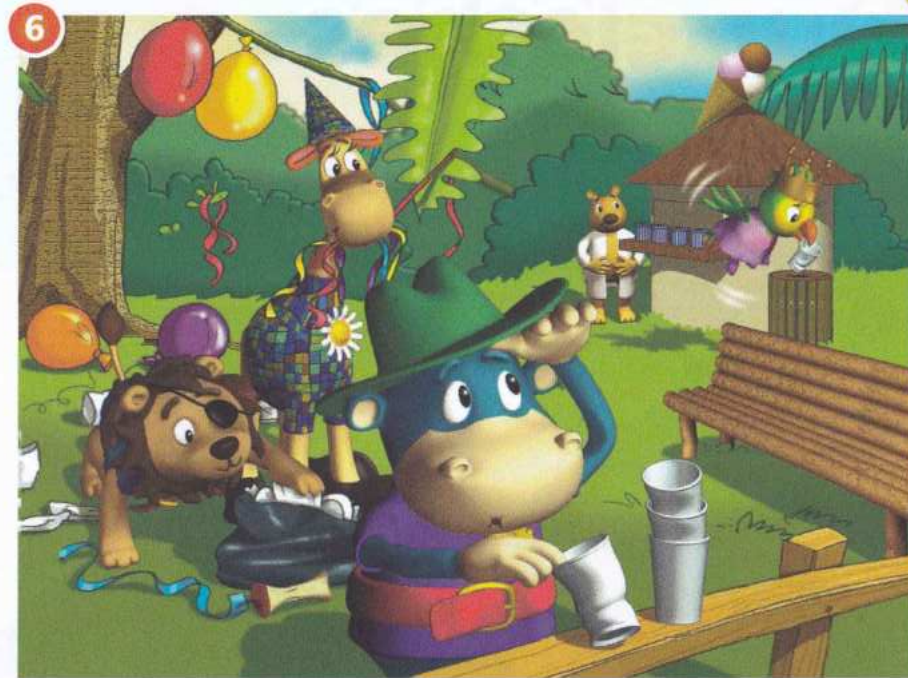
- Put a table, a chair and a bag at the front of the classroom. Put some classroom objects and real toys on the table. Invite two volunteers to the front. Explain in L1 that (name 1) is going to give instructions and (name 2) is going to listen and follow.
- Student 2 stands with his/her back to the board.
- Stick two flashcards on the board: an item from the table (e.g. *doll*) and, next to it, a furniture item or *bag*.
- Student 1 makes a sentence, e.g. *Put the doll on the chair.* Student 2 follows the instructions. The other students watch and say *Yes/No.*
- Repeat with different volunteers and other flashcard combinations.

Ending the lesson

Aim: to practise some new phrases from the story

- Draw 3 pictures on the board: a light bulb in a thought bubble, a messy table with lots of books and pens on it, the same table with a tidy stack of books. (Alternatively you could do this with desks in the classroom.)
- Point to each picture and say the right phrase for each with lots of expression: *Great idea! What a mess! Nice work!*
- Then point to the pictures out of turn, and then get faster for the children to practise.

Note: For the next lesson (Extension activity), you need adult-size clothes that the students know in English.



Our clothes

6 CD2
57

Listen and say the number.

1



cowboy

2



superhero

3

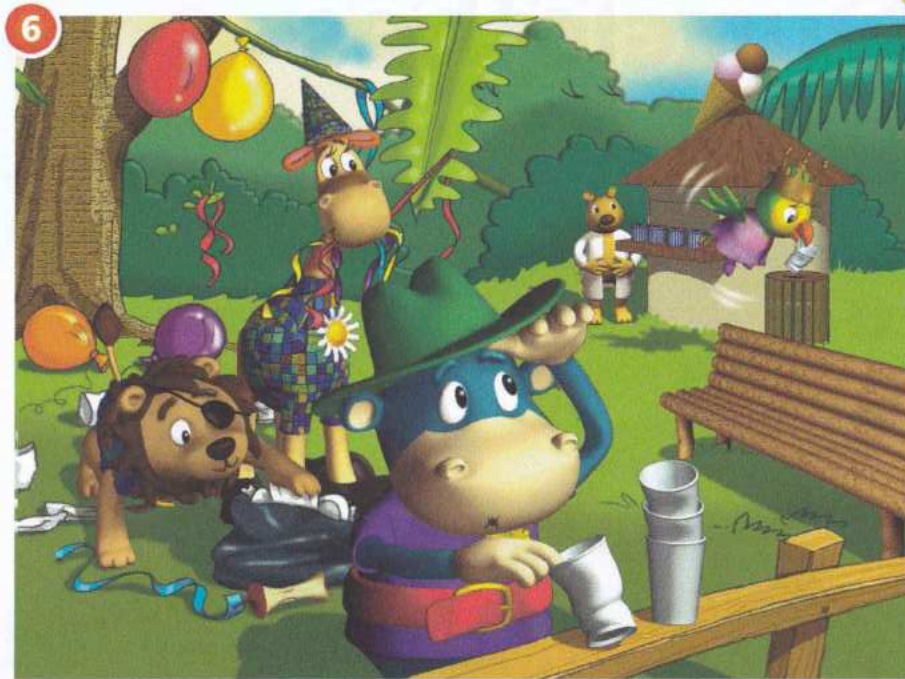


pirate

4



princess



Aims: to integrate other areas of the curriculum through English: Art

New language: *black, brown, pink, white, I'm wearing a (mask/crown), I'm a (pirate/superhero/princess)*

Recycled language: clothes, colours, numbers 1–10, *I've got, rope, cowboy*

Materials: CD 2, flashcards (colours 1 and 2, clothes), coloured pencils or crayons, black card cut into pirate hat shapes, strips of white card (to fit around students' heads), sticky tape, stapler, real clothes and dice/spinners (optional)

Language competences: Your students will be able to use four more colours.

Warm-up

Aim: to review and extend colours

- Use the flashcards to review the six known colours.
- Present *black, brown, pink* and *white* with the Unit 9 colour flashcards. Students say the words.
- **Note:** You may also want to introduce *grey* if your students wear a school uniform that uses this colour.

Presentation



PB p78 Listen and say the number.

Aim: to practise clothes and colours

- Use the clothes flashcards to review the vocabulary.
- Say *Look! A fancy dress party.* Point to the cowboy and say *Look! He looks like Mike. He's a ... (cowboy).*
- Play the CD, pausing for students to give the correct number. Ask *What colour is his/her (shirt)?*

- Tell students to listen again and find out what each child is. Pause the CD to present *pirate, superhero* and *princess*. Ask *What's your favourite costume?*

Audio script page T107

Practice



AB p78 Make a pirate hat.

Aim: to follow instructions and make pirate hats

- Use the pictures to explain the activity.
- Give out the white card strips. Each student wraps a strip of card around his/her head and holds the strip in a circle, the right size to fit.
- Circulate and staple the ends of each card strip so that the students all have a circle of white card that fits their head.
- Students then stick a black pirate hat shape onto the front of the white strip and try on their hats.
- Encourage students to say *I've got a black hat. I'm a pirate!*
- **Note:** This technique can be used to make a simple hat to identify the extra characters in story lessons for acting out (e.g. the zebra teacher, the crocodile). You can use any pictures

(drawn, printed from the Internet or found in magazines) of the relevant animal and stick it onto a strip of card worn around the head.

Extension activity

Aim: to practise numbers and clothes

- Sit the students in a circle with some adult-size clothes in the middle. The youngest student starts.
- Students throw the dice in turn, say the number and pass it to their left. The first student to throw a 6 starts putting on all the clothes as quickly as possible. When another student throws a 6, the first student has to take off the extra clothes quickly for the other student to put them on.
- If a student manages to put on all the clothes before someone else throws a 6, and can say all the clothes words, he/she wins a point.

Ending the lesson

Aim: to practise colours

- Put up to ten known items on your desk, ideally in all ten colours that the students now know.
- Hold up each item and elicit, e.g. *A brown teddy.* Give students time to look and remember the items.
- Say *Close your eyes.* Take one item away. Students look and say what's missing, e.g. *A (pink) (shoe).*

Aims: to review language from the unit, to encourage children to reflect on their learning, to recognise numbers

New language: *tie, trousers, jumper, skirt, socks*

Recycled language: numbers 1–10, colours, *shirt, badge, I'm wearing / I've got a (green) (jumper)*

Materials: coloured pencils or crayons, Unit 9 clothes and colours and the *Hello Unit* mini cards: AB pages 90 and 100 and scissors (optional)

Language competences: Your students will be able to use five more clothes words.

Warm-up

Aim: to review colours and present new clothes

- Present *tie, jumper, skirt* and *socks* using clothes that you and the students are wearing.
- Review colours, especially *pink, black, brown, white* and *grey* if you presented it, by pointing to clothes that you and the students are wearing.
Ask *What's this / What are these? What colour is it / are they?*

Presentation



Think!

PB p79 Listen and colour. Look and colour.

Thinking skills: listening to and recognising numbers

- Students listen and colour the numbers at the top of the page first. Tell them in L1 to colour around the 1, but leaving the number where they can see it.
- Check their answers by saying the numbers and asking students to respond with the correct colour.

- Look at the black and white pictures together and ask who can you see? (*A cowboy, a princess, a pirate, a clown*)
- Tell students to use their colour key at the top of the page to colour the four children.
- Circulate and ask *What colour is/are her/his crown/boots?*
- When they have finished, the students can compare their pictures in pairs.

Audio script page T107

Practice

8

AB p79 Say the words. Colour the circles.

Aim: to create a record of learning

- Students colour the circles if they can say the words on their own. Ask them all to use the same colour or let them use any of the ten colours that they now know.
- Circulate and ask students to say the words.
- Ask students to trace the words if you wish. Circulate and check that they are forming the letters correctly.

Extension activity

Aim: to practise colours and clothes

- Students cut out the Unit 9 mini cards (clothes and colours) and put them together with the *Hello Unit* mini cards. In pairs, they play 'Pairs'. For procedure, see page T8 Extension activity.

Ending the lesson

Aim: to practise describing colours of items

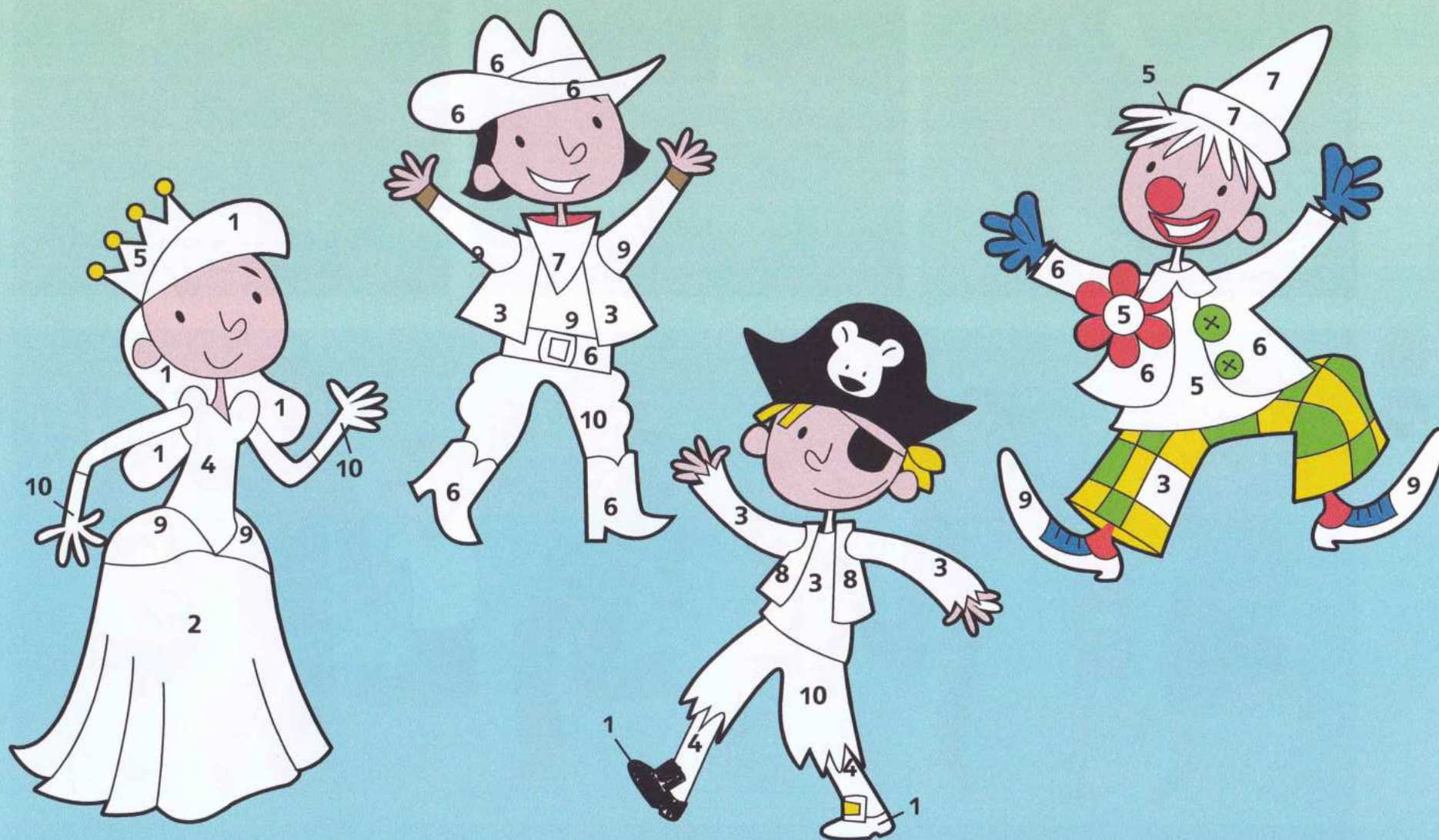
- Give out paper and tell the students to draw a hat, a skirt, some trousers and some boots. They colour each item as they wish.
- Play a form of 'Bingo' with the class. Students can tick or circle their pictures. The winner is the first person to mark all four of their pictures.
- Say a series of colour and clothes combinations, e.g. *a blue hat, a yellow skirt, brown trousers, orange boots, a green hat, a purple skirt, red trousers, pink boots*, etc. Make a note of all the combinations that you mention.
- When a student calls *Bingo!*, check his/her pictures against your list.

Phonics

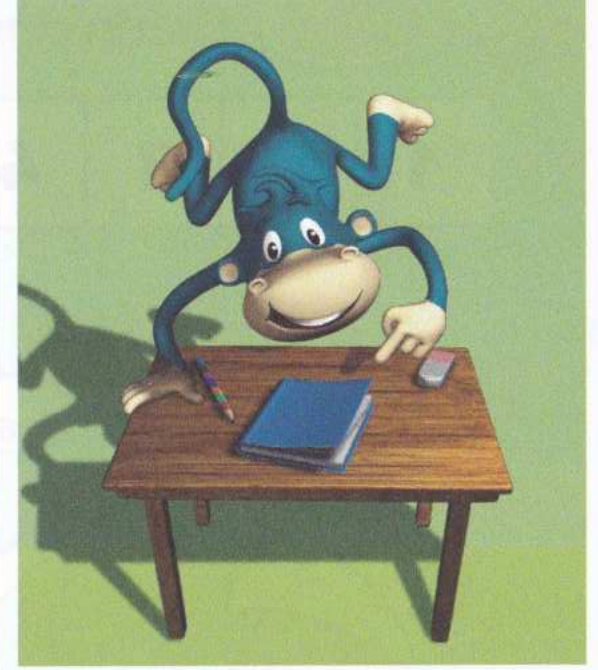
- See page T93 for Unit 9 Phonics.

Listen and colour. Look and colour.

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----



1
CD1
08



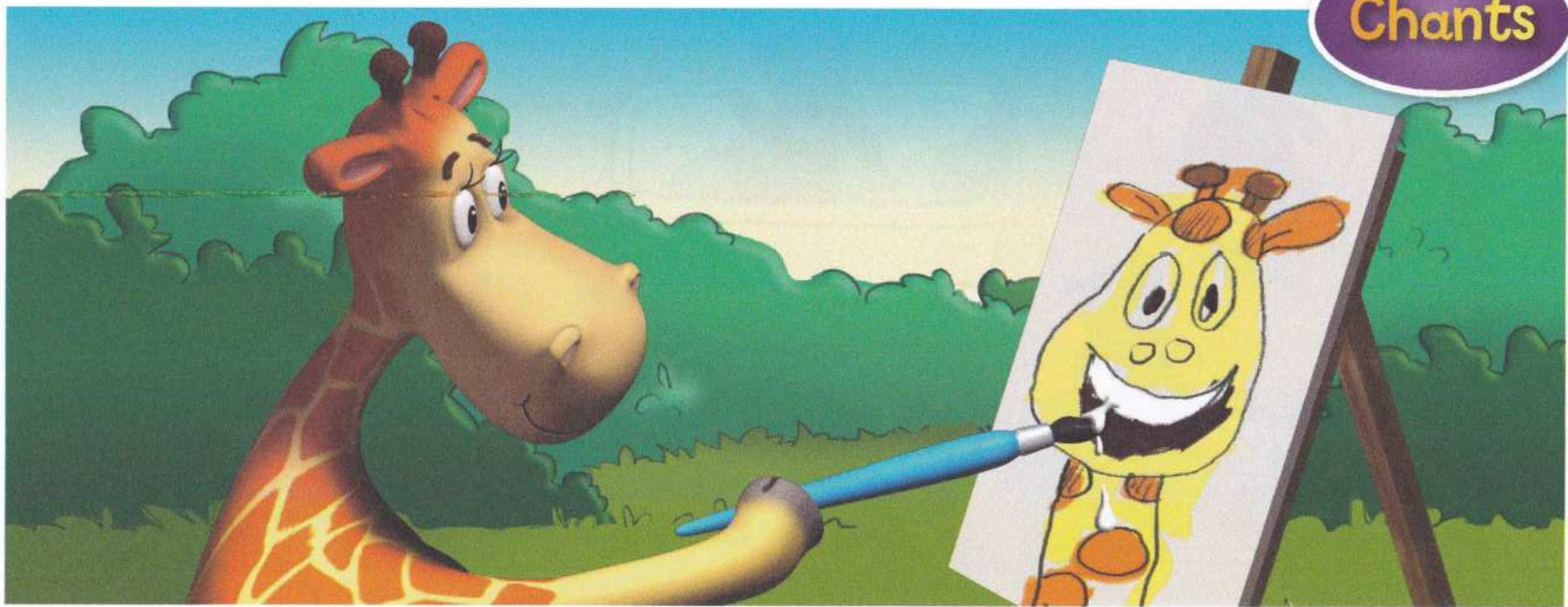
2
CD1
21



3

CD1
33

Chants



4

CD1
46



5

CD2
03

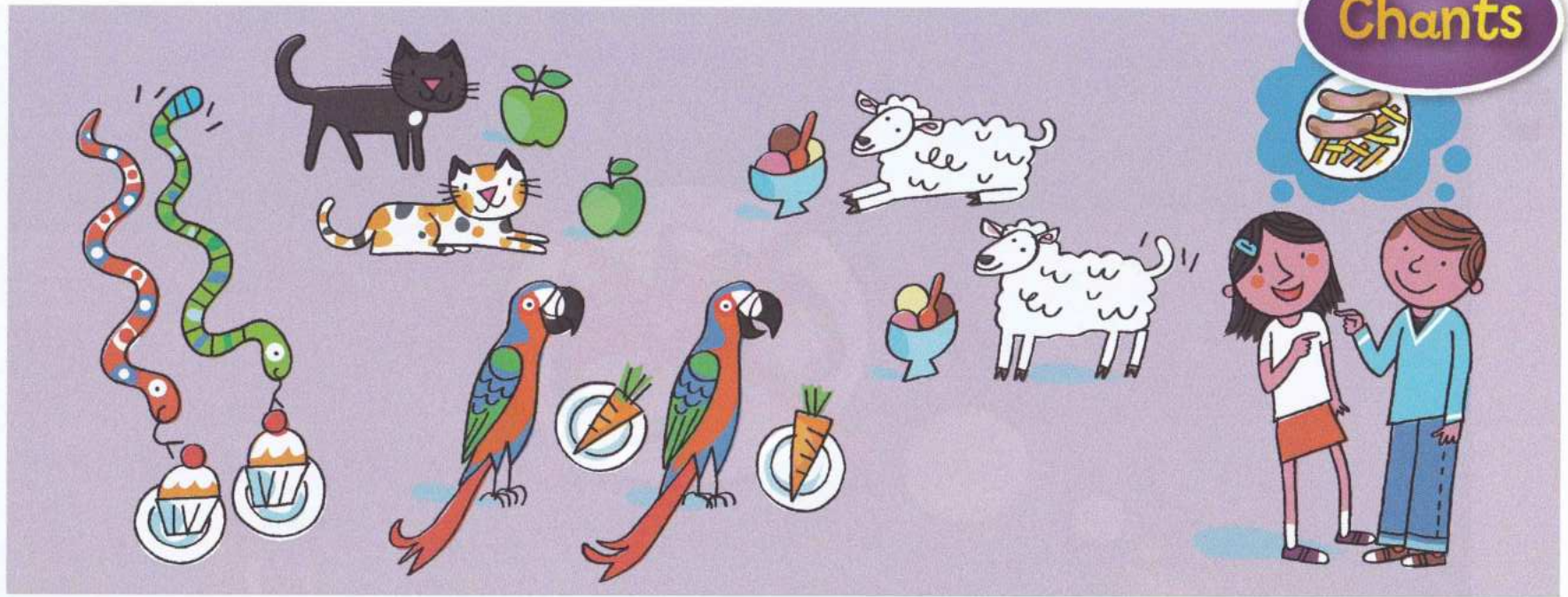


6

CD2
15

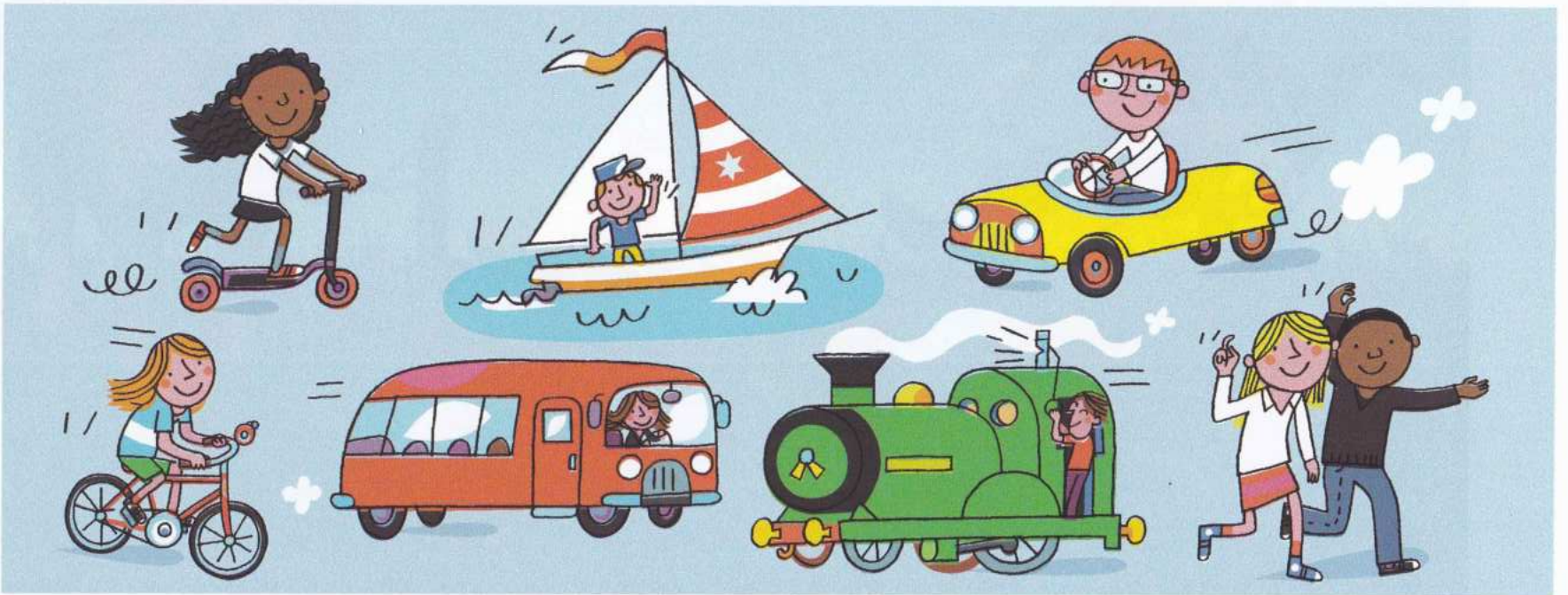


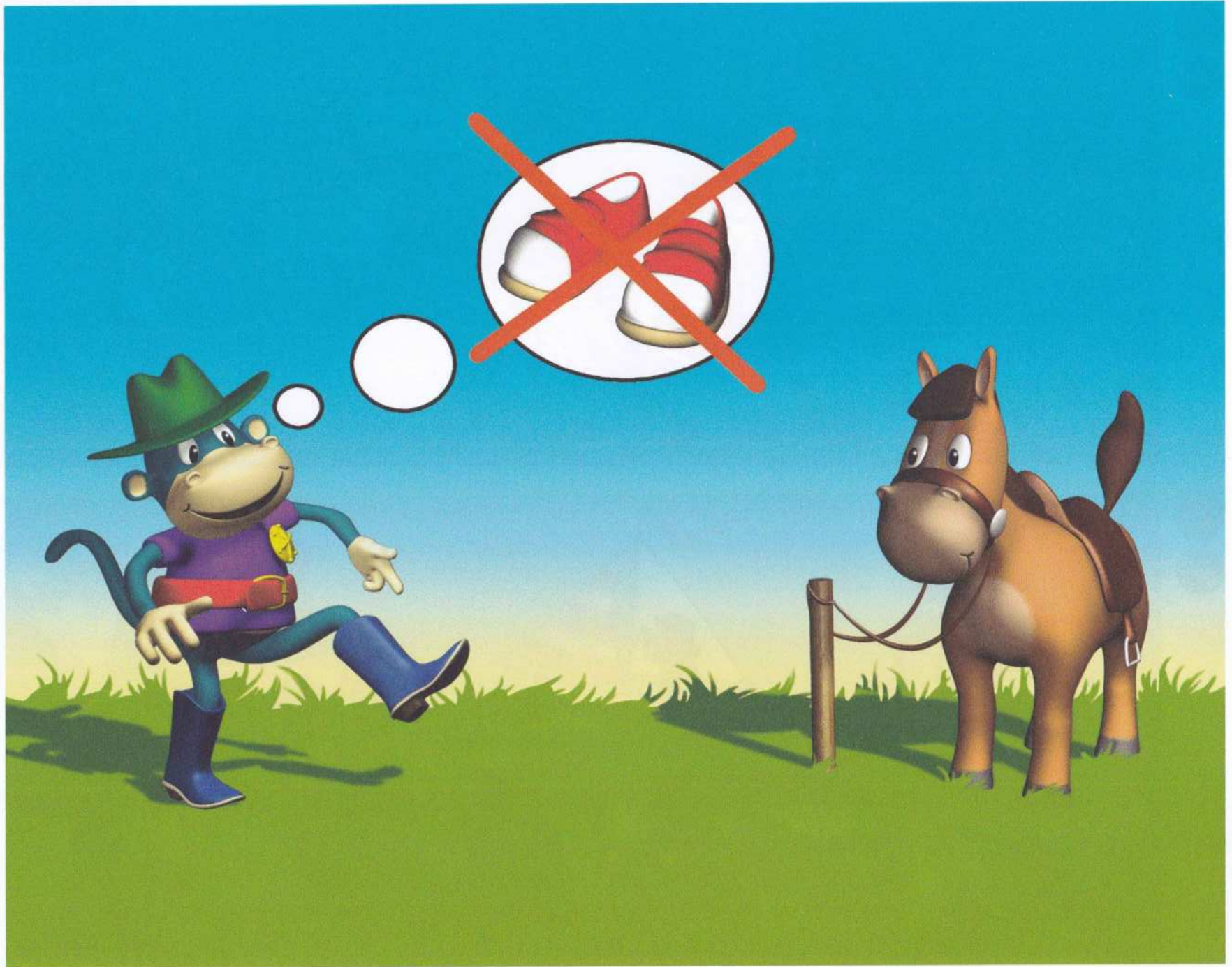
7

CD2
26

Chants

8

CD2
37



Phonics Unit 1

Aims: to practise the sound /r/, to practise recognising and forming the grapheme 'r'

New language: *race, run*

Recycled language: *rope, rice, robot, draw, lamp, look, like, doll, listen, leaf, legs*

Materials: CD 1, a picture of a rabbit and some objects that are completely red (or flashcards rabbit and red from *Super Safari 1*), phonics cards *red* and *rabbit* (AB page 87)

Language competences: The students will be able to make and recognise the sound /r/. The students will practise forming and recognising the grapheme 'r'. The students will learn how to blend one-syllable words.

Warm-up

Aim: to focus on the sound /r/

- Put your red objects on your desk or put on the puppet and make Polly fly around the room taking any red items, and saying *Please?* and *Thank you!* to any of the students if the items belong to them. Say *What colour are these? Red.* Practise saying the word together. Then, pretending to be unsure, or still using Polly, hold up each item and say *Is it blue/pink?* Encourage students to reply *No, it isn't. It's red!* each time.
- Say the sound /r/ in isolation. Exaggerate the round mouth shape required to make the sound. Explain in L1 that the tongue curls up in the mouth. The children copy.

Presentation



CD 1
18

PB p85 Listen and join in. Trace the letter.

Aim: to present and practise forming the grapheme 'r'

- Point to the first picture on PB page 85. Say *r-r-r-red*. Point to the second picture and ask *What's this? (Rabbit).* Say *r-r-r-rabbit*.
- Play the audio (CD1 Track 18) for students to listen to and point to the pictures. Then play it

again and pause after each line for students to repeat the audio, getting louder each time.

- Repeat the sound, and draw the letter 'r' in the air, following the strokes as shown on PB page 85. Say *Draw /r/*. Draw the letter again. The children copy. Practise forming the letter in the air repeatedly. Make the sound /r/ every time. Ask students to practise the letter on the palm of their hand, making the sound /r/.
- Point to the words below the pictures and say *Look and find*. The children point at the red letter 'r' in each word.
- Say *Trace*. The children trace the letter shape in pencil. Circulate and check.

Audio script page T100

Practice



CD 1
19

PB p85 Listen and read along.

Aim: to practise the sound /r /, to recognise the grapheme 'r', to introduce blending

- Ask students to look at the big picture and tell you what they can see. Teach the word *race* and ask students to repeat it. Say *Look, a red rabbit. His name is Rob.* Say *Listen and follow*. Demonstrate following your index finger along the words as the audio plays. The students listen and follow. Say *Look at the red letters.* *What sound do they make? (/r/.)* Play the audio several times for the children to follow the words as they listen.

- Write 'red' on the board. Point to each letter asking the students to say the sounds they see (/r/ /e/ /d/). Then say the word *red* slowly, as if you are stretching it out. Repeat the word a little faster and then say the word at normal speed. Practise this several times with the class, starting with the individual sounds, then stretching out the word, then at regular speed.
- Practise blending some more, easy one-syllable words.

Audio script page T100

Extension activity

Aim: to discriminate between /r/ and /l/

- Say *Look and listen. 'rope'. /r/?* Look thoughtful and then say *Yes, /r/. /r/ as in 'rabbit'.* Hold up the rabbit phonics card or mime being a rabbit. Say *Leo. /r/? No!* Signal that you are not going show the card/mime. Say a series of words, with two different initial sounds (but not blends). Say some words with the sound /r/, e.g. *run, rope, carrot* and others with the sound /l/, e.g. *lamp, look, like, doll*. The children only show the rabbit card/mime for the /r/ words. Repeat with the words in a different order.

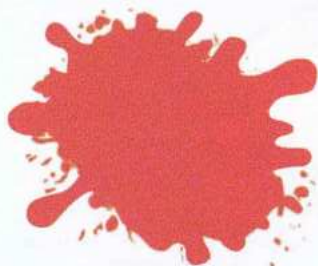
Ending the lesson

Aim: to practise recognising the grapheme 'r'

- Write a selection of letters on the board but include lots of the letter 'r'. Invite students to come and circle the letter 'r'. (Remember to only use the sound /r/ with the students.). You can also divide the board into two halves and have two teams coming to the board to circle the letters. The winning team is the one who has circled all the 'r' letters first.



Listen and join in. Trace the letter.



red



rabbit



Listen and read along.

Phonics



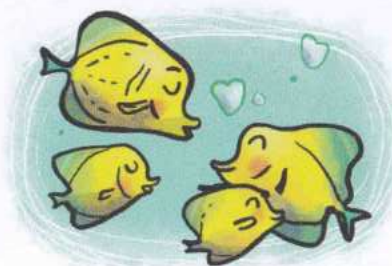
Rob the red rabbit, having fun,
running in a race, run Rob run!



Listen and join in. Trace the letter.



fish



family



Listen and read along.

Four **f**unny **f**ish, swimming in the sea,
four **f**unny **f**ish in the **f**ish **f**amily

Phonics Unit 2

Aims: to practise the sound /f/, to practise recognising and forming the grapheme 'f'

New language: *swimming, sea, funny*

Recycled language: *four, fish, family*

Materials: CD1, fish flashcard (*Super Safari 1*), phonics cards AB page 87

Language competences: The students will be able to make and recognise the sound /f/. The students will practise forming and recognising the grapheme 'f'. The students will practise blending two-syllable words.

Warm-up

Aim: to focus on the sound /f/

- Show the picture of Mike's family on PB page 17 and ask *Who is this?* to elicit the word *family*. Say *f-f-f-family*. The students repeat.
- Say the sound /f/ in isolation. Exaggerate the mouth shape required to make the sound and tell the students to put their top teeth on their bottom lips and blow out. The children copy. Explain in L1 that they can feel their breath on their hand exploding out when they make the sound. Demonstrate with your hand held to your mouth. The children copy.

Presentation



PB p86 Listen and join in. Trace the letter.

Aim: to present and practise forming the grapheme 'f'

- Point to the first picture on PB page 86. Ask *What's this?* Say *Yes, that's right. A fish, f-f-f-fish*. Point to the second picture and say *f-f-f-family*.
- Play the audio (CD1 Track 30) for students to listen to and point to the pictures. Then play it again and pause after each line for students to repeat the audio.

- Repeat the sound, and this time draw the letter 'f' in the air, following the arrows as shown on PB page 86. Say *Draw /f/*. Draw the letter again. The children copy. Practise forming the letter in the air repeatedly. Make the sound /f/ every time. Ask students to practise the letter on their friend's back saying the sound.
- Point to the words below the pictures and say *Look and find /f/*. The children point at the red letter 'f' in each word.
- Say *Trace*. The children trace the letter shape in pencil.

Audio script page T101

Practice



PB p86 Listen and read along.

Aim: to practise the sound /f/, to recognise the grapheme 'f', to practise blending

- Ask students to look at the big picture and tell you what they can see. Teach the words *swimming* and *sea*. Say *Count the fish. (Four)*. Say *Yes, that's right. Four*. Say *Listen and follow*. Demonstrate following your index finger along the words in your book as the audio plays. The students listen and follow the words. Say *Look at the red letters. What sound do they make? (/f/)*. Play the audio several times for the children to follow the words as they listen.
- Draw a picture of a train on the board with simple carriages hooked together. Explain in L1

Phonics

that words are like trains with a sound in each carriage all running smoothly together. Rub out the lines which join the carriages and explain that now the train is unhooked it falls apart. Words are like trains: if the sounds become unhooked, they will 'fall apart'. Write *f u n* on the board with the letters spaced out. Point to each letter, asking the students to say the sounds they see (/f/ /u/ /n/).

Audio script page T101

Extension activity

Aim: to discriminate the sound /f/

- Say *Look and listen. 'fish' /f/?* Look thoughtful and then say *Yes, /f/ /f/ as in 'fish'*. Hold up the fish phonics card. Say *dish. /f/? No!* Signal that you are not going to show the card. Explain in L1 that the children need to listen carefully to each word and hold up the fish card if they hear the sound /f/. If they don't hear this sound, they do nothing.
- Say a series of words with initial consonant sounds (not blends), some with the sound /f/, e.g. *dad, cat, bag, dish, four, two, family, sit, bat, face, door, fit, race, fan, pan, five, farmer, feet*. Repeat the words in a different order.

Ending the lesson

Aim: to review the sound /f/

- Say *Draw an /f/ in the air, draw an /f/ everywhere: f-f-f-fish!* Draw the letter 'f' shape as you speak, draw it large and small. Mime the word *fish* by flapping one hand as if it's in the water. Students repeat the sentence and copy your actions. Practise several times. Then do the same for the sound /r/ and the word *rabbit*.

Phonics Unit 3

Aims: to practise the sound /h/, to practise recognising and forming the grapheme 'h'

New language: horse

Recycled language: happy, hat, head

Materials: CD1, phonics cards AB page 85, a hat, the puppet (Polly), modelling clay

Language competences: The students will be able to make and recognise the sound /h/. The students will practise forming and recognising the grapheme 'h'. The students will practise blending and segmenting.

Warm-up

Aim: to focus on the sound /h/

- Put on the puppet. Make her hold a hat out to you. Say *A hat? For me?* Make Polly nod in agreement, take the hat and put it on. Ask *Where's the hat?* Recast students' answers and say *Yes, that's right. On my head! I've got a hat on my head!* Encourage the students to repeat the sentence: *I've got a hat on my head.* Make Polly put the hat on students' heads. Each time, the student says *I've got a hat on my head.*
- Say the sound /h/ in isolation. Exaggerate the mouth shape required to make the sound. The children copy. Explain to the children in L1 that they can feel their breath on their hand exploding out when they make the sound. Demonstrate. The children copy. They practise making the sound in pairs. Monitor and check.

Presentation



PB p87 Listen and join in. Trace the letter.

Aim: to present and practise forming the grapheme 'h'

- Point to the first picture on PB page 87. Ask *Is the horse happy or sad?* Say *Yes. It's happy, h- h- h- happy.* Point to the second picture and

say *What's this? Yes. It's a h- h- h- hat.*

- Play the audio (CD1 Track 43) for students to listen and point to the pictures. Then play it again and pause. Students repeat.
- Repeat the sound, drawing 'h' in the air, following the arrows as shown on PB page 87. Say *Draw /h/.* Draw the letter again. The children copy. Practise forming the letter in the air repeatedly with the students. Make the sound /h/ each time. Ask students to practise drawing the letter with their finger on their desks.
- Point to the words below the two small pictures and say *Look and find /h/.* The children point at the red letter 'h' in each word.
- Say *Trace.* The children trace the letter shape in pencil. Circulate and check they are using the correct grip and following the arrows.

Audio script page T102

Practice



PB p87 Listen and read along.

Aim: to practise the sound /h/, to recognise the grapheme 'h', to introduce segmenting words

- Ask students to look at the big picture and tell you what they can see. Ask *Is the horse sad?* (*No. Happy.*) Tell them to point to the relevant part of the picture as they listen to the audio. Students listen and point. You can pause the audio a few times to check everyone is pointing in the correct place (the horse, the smile, a hat).

- Say *Listen and follow.* Demonstrate following your index finger along the words in your book as the audio plays. The students listen and follow. Say *Look at the red letters. What sound do they make? (/h/).* Play the audio again.
- Draw a hat on the board. Ask *What is it? (hat).* Say *What sounds are in the word hat?* Draw 3 large dots underneath the picture and say *It has three sounds,* whilst holding up three fingers. Say the first sound silently, encouraging the students to answer /h/. Write the letter 'h' on the board, under the first dot. Say *OK, h, what sound is next?* Mime and elicit /æ/ writing the letter 'a' on the board, under the second dot. Then repeat for /t/. Point to the word and say *Well done! Look, hat!*
- Practise segmenting a few more 3 letter words using images and dots as support, e.g. *red, hot, cat.* Say the word and see if the students know the sounds. Segmenting is more difficult than blending so consider only practising blending if your students need more practice.

Extension activity

Aim: to practise the letter shape 'h'

- Make the letter 'h' shape with modelling clay. Show it to the students and say /h/. Give everyone some modelling clay to make their own shape. Circulate and help the students make the letter 'h' shape.

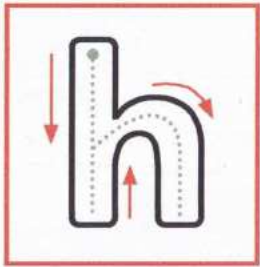
Ending the lesson

Aim: to review the sound /h/

- Tell the students to cut out the happy and hat phonics cards from AB page 85.
- Play the audio. Ask students to hold up the correct card when they hear the words *happy* and *hat*.

1 CD1
43

Listen and join in. Trace the letter.



happy



hat

2 CD1
44

Listen and read along.

Phonics



I'm **H**arry the **h**orse,
I'm **h**appy today,
I've got my **h**at on my **h**ead,
let's go and play.

1 CD1
57

Listen and join in. Trace the letter.



dog



dig



Gary's dog is very big,
Gary's dog likes to dig.

2 CD1
58

Listen and read along.

Phonics Unit 4

Aims: to practise the sound /g/ as the initial and final consonant, to practise recognising and forming the grapheme 'g'

New language: dig

Recycled language: dog, big

Materials: CD1, phonics cards AB page 85, the puppet (Polly), plastic toy spade

Language competences: The students will be able to make and recognise the sound /g/. The students will practise forming and recognising the grapheme 'g'. The students will notice initial and final consonant sounds.

Warm-up

Aim: to teach the word dig and focus on the sound /g/

- Put on the puppet. Make her hold the plastic toy spade and say *Polly do you want to dig?* Make her nod. Then make her dig with the spade before lying down for a rest. Say *Polly likes to dig, dig g-g-g!* Invite the students to repeat the sentence. Ask them to say it louder and wake Polly up.
- Say the sound /g/ in isolation. Exaggerate the mouth shape required to make the sound. The children copy. Explain to the children in L1 that they can feel the sound they are making on their throat.

Presentation



PB p88 Listen and join in. Trace the letter.

Aim: to present and practise forming the grapheme 'g', to notice initial and final position of /g/

- Point to the first picture on PB page 88. Ask *What's this?* Say *Yes, a dog-g-g.* Point to the second picture and say *What's this?* Say *That's right. Dig-g-g.*

- Play the audio (CD1 Track 57) for students to listen and point to the pictures. Play it again and pause after each line for students to repeat.
- Repeat the sound, drawing the letter 'g' in the air, following the arrows as shown on PB page 88. Say *Draw /g/*. Draw the letter again. The children copy. Practise forming the letter in the air repeatedly with the students. Make the sound /g/ each time.
- Say *Trace*. The children trace the letter shape in pencil. Circulate and check they are using the correct grip and following the arrows.
- Point to the words below the two small pictures and say *Look and find /g/*. The children point at the red letter 'g' in each word. Establish in L1 that this letter 'g' is the last letter. Write the word 'got' on the board, sounding it out as you do so. Write the letter 'g' in red, and point to it. Contrast this with the word 'dog'.
- Practise noticing initial and final consonants by saying a series of words and ask the students to stand up and dig like a dog if the /g/ sound is at the end, or stay seated and do nothing if the /g/ sound is at beginning. Students don't have to know all the words you say.

Audio script page T103

Phonics

Practice



PB p88 Listen and read along.

Aim: to practise the sound /g/ in initial and final positions, to recognise the grapheme 'g', to practise blending and segmenting

- Ask students to look at the big picture and tell you what they can see. Ask *What is the boy's name?* Say each sound of his name (/g/ /æ/ /r/ /i/) as you write it on the board. Ask *Is Gary's dog big or small?* Say *Yes, that's right. Big.*
- Say *Listen and follow*. Demonstrate following your index finger along the words in your book as the audio plays. Students listen and follow.

Audio script page T103

Extension activity

Aim: to increase awareness of initial and final consonants, to review the sound /g/

- Draw a capital letter 'G' on the board and elicit the sound 'g'. Then do the same with a lower case 'g'. On PB page 88, point to the picture of Gary and say *Who's this?* Say *Yes, it's Gary, G-G-G Gary*, pointing to the letter. Say *He's got a dog-g-g-g*, pointing at the letter 'g' on the board. Write the name 'Gary' and the word 'dog' on the board, sounding them out as you do so. Write each letter 'g' in a different colour to the other letters. Do the same exercise with 'grandma' and 'egg'.

Ending the lesson

Aim: to review the sound /g/

- Say *Big, dig. Listen, they are the same. Big, dig. Mmm?* Pause and then say *Fig! Big, dig, fig.* Pause and get students to offer more words.

Phonics Unit 5

Aims: to practise the sound /y/, to practise recognising and forming the grapheme 'y'

New language: yogurt

Recycled language: yellow, dress, cake

Materials: CD1, phonics cards from AB pp 83–88, the puppet (Polly).

Language competences: The students will be able to make and recognise the sound /y/. The students will practise forming and recognising the grapheme 'y'.

Warm-up

Aim: to teach the word yogurt and focus on the sound /y/

- Draw a yogurt pot and a large cake on the board. Point to the yogurt and smile and say *Mmm! Yummy, y-y-yummy*. Point to the cake, look unhappy and say *Yuck, y-y-yuck*. Practise the two expressions with the class. Make Polly point to the yogurt and say *Yuck!* Then make her point to the cake and say *Yummy! Say, Polly likes cake but she doesn't like yogurt. What about you?*
- Say the sound /y/ in isolation. Exaggerate the mouth shape required to make the sound. The children copy. They practise making the sound in pairs. Monitor and check.

Presentation



PB p89 Listen and join in. Trace the letter.

Aim: to present and practise forming the grapheme 'y'

- Point to the first picture on PB page 89. Ask *What colour is this?* Yes, yellow, y-y-y-yellow. Point to the second picture and say *What's this?* Yes. That's right. Yogurt, y-y-y-yogurt.
- Play the audio (CD2 Track 12) for students to listen and point to the pictures. Then play it again and pause after each line for students to repeat the audio.

- Repeat the sound, and this time draw the letter 'y' in the air, following the arrows as shown on PB page 90. Say Draw /y/. Draw the letter again. The children copy. Practise forming the letter in the air repeatedly with the students. Make the sound /y/ each time. Ask students to make the 'y' shape with arms held up pointing to ten to two.
- Point to the words below the two small pictures and say *Look and find /y/*. The children point at the red letter 'y' in each word.
- Say Trace. The children trace the letter in pencil.
Audio script page T104

Practice



PB p89 Listen and read along.

Aim: to practise the sound /y/ in initial position, to recognise the grapheme 'y', to develop blending skills

- Ask students to look at the big picture and tell you what they can see. Ask *What are the girls eating?* (Yogurt). Say *Look at her dress. Yogurt!* pointing to the girl on the right.
- Say *Listen and follow*. Demonstrate following the words in your book as the audio plays. The students listen and follow the words. Say *Look at the red letters. What sound do they make (/y/)*. Play the audio several times for the children to follow the words as they listen.
- Practise blending one-syllable words with the class by looking at individual sounds in a word, saying the word slowly and stretched out and

then at normal speed. Remind the students that words are like trains and need to be all hooked together. Then practise some two-syllable words in the same way, e.g. *carrot, salad, apple, pasta*.

Audio script page T104

Extension activity

Aim: to review all the sounds so far

- On each piece of A4 card (or paper) draw large clear letters from the PB so far: 'y', 'g', 'h', 'f', 'r'. Hold each one up as you draw them and make sure the students know the sounds. Make Polly hold up the cards in a different order and elicit the sounds. Sit the students in a circle and hand out the letter cards randomly. Play some music and tell the students to pass the cards to the child on their left. Stop the music at intervals. Students holding the cards must say the sound shown on their card and a word with that sound. Clap each student when they are successful and encourage the class to help any student who is struggling. Continue with the music so that everyone has said at least one sound/word.

Ending the lesson

Aim: to develop an awareness of word shapes and sounds

- Working in pairs students cut out their phonics cards from AB page 83. One student has the two pictures face up and the other student has the two words face up. Explain in the L1 that the students need to match the words with the pictures by hooking the sound together to make the word, looking at the different shapes of letters in the words (draw 'll' and 'y' on the board to highlight this) and by looking at the last letter in each word.



Listen and join in. Trace the letter.



yellow



yogurt



Listen and read along.

Phonics



Yummy yellow yogurt, yes yes yes!
Yummy yellow yogurt on my dress.



Listen and join in. Trace the letter.



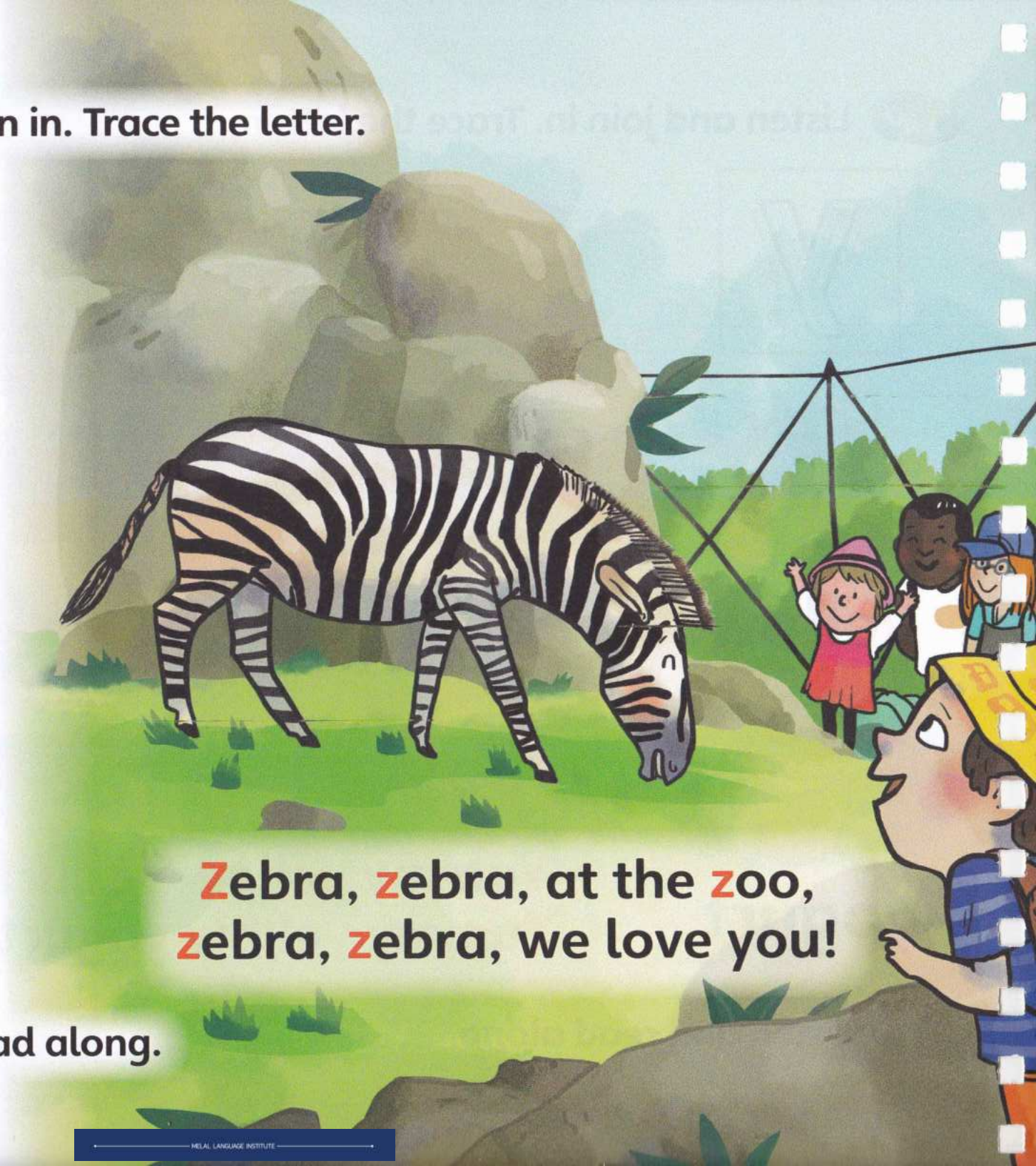
zebra



zoo



Listen and read along.



Zebra, zebra, at the zoo,
zebra, zebra, we love you!

Phonics Unit 6

Aims: to practise the sound /z/, to practise recognising and forming the grapheme 'z'

New language: zebra

Recycled language: zoo

Materials: CD2, a picture of a zebra or a zebra toy, phonics cards AB page 83, the puppet (Polly)

Language competences: The students will be able to make and recognise the sound /z/. The students will practise forming and recognising the grapheme 'z'.

Warm-up

Aim: to teach the word zebra and focus on the sound /z/

- Put on the puppet. Make her pick up the picture of the zebra and fly around with it, and then bring it back to you. Ask Polly *What's this?* Polly says *A zebra*.
- Say the sound /z/ in isolation. Exaggerate the mouth shape required to make the sound. Show the students that they need to put their teeth together. The students copy. They practise making the sound in pairs. Monitor and check.

Presentation



PB p90 Listen and join in. Trace the letter.

Aim: to present and practise forming the grapheme 'z'

- Point to the first picture on PB page 90. Ask *What's this?* Yes, *that's right. A zebra, z-z-z-zebra*. Repeat with the second picture.
- Play the audio (CD2 Track 23) for students to listen and point to the pictures. Then play it again and pause after each line for students to repeat the audio.
- Repeat the sound, and this time draw the letter 'z' in the air, following the arrows as shown on PB page 90. Say *Draw /z/*. Draw the letter again.

The children copy. Practise forming the letter in the air repeatedly with the students. Make the sound /z/ each time. Ask students to draw the letter shape on the palm of their hands, saying the /z/ sound each time.

- Point to the words below the two small pictures and say *Look and find /z/*. The children point at the red letter 'z' in each word.
- Say *Trace*. The children trace the letter shape in pencil. Circulate and check they are using the correct grip and following the arrows.

Audio script page T105

Practice



PB p90 Listen and read along.

Aim: to practise the sound /z/ in initial position, to recognise the grapheme 'z', to practise /u:/

- Ask students to look at the big picture ask *Where are the children? What animal can you see?*
- Say *Listen and follow*. Demonstrate following your index finger along the words in your book as the audio plays. The students listen and follow the words. Say *Look at the red letters. What sound do they make? (/z/)*. Play the audio several times for the children to follow the words as they listen.
- Practise blending the words *zebra* and *zoo* using the same procedure as described on page T87. Write 'z oo' for zoo and tell the students that there are two letters but only one sound. You

Phonics

can practise the new sound /u:/ together by being trains and saying *choo-choo*. Say other words with this sound and have students copy you, e.g. *two, shoes, blue, who, you, glue*

Audio script page T105

Extension activity

Aim: to discriminate between long and short vowel sounds

- Say *Look and listen. 'two' /u:/?* Look thoughtful and then say *Yes, /u:/*. /u:/ as in 'zoo'. Hold up the zoo phonics card. Say *cut. /u:/ ? No!* Remind them that 'cut' has the sound /ʌ/ and children should mime cutting with scissors. Explain in L1 that the children need to listen carefully to each word and hold up the zoo card for the /u:/ sounds and mime cutting for the /ʌ/ words.
- Say a series of words, some with the sound /u:/ and others with a short /ʌ/ e.g. *lunch, glue, few, fun, blue, run, hug, munch, Sue, new, crew, but, mum, loo, do*. The children show the zoo card or mime cutting. Repeat with the words in a different order.

Ending the lesson

- Aim:** to increase an awareness of the number of syllables in a word
- Say *zebra* and count the two syllables on your fingers. Then say *zoo* and count the one syllable. Say the words again and this time clap to show the number of syllables. The students copy. Say a variety of one and two syllable words for your students to clap out the syllables.

Phonics Unit 7

Aims: to practise the sound /k/, to practise recognising and forming the graphemes 'c' and 'k', to highlight that two letters can make the same sound

New language: *bike, king*

Recycled language: *like, cat, cakes, kite*

Materials: CD2, flashcard of cakes from this unit, phonics cards AB page 81, the puppet (Polly), flashcard of a cat (*Super Safari 1*), finger paints, paper, protective aprons, music CD

Language competences: The students will be able to make and recognise the sound /k/. The students will practise forming and recognising the graphemes 'c' and 'k'. The students will notice initial and final consonant sounds.

Warm-up

Aim: focus on the sound /k/

- Put on the puppet. Hold up the picture of cakes and make Polly say *Mmm, I like cakes! Do you?* Nod and say *Oh yes, Polly, I like cakes, too! Listen, cakes, k-k-k-cake.* Make Polly fly with the flashcard, asking *And you?* Encourage students to say *Yes, I like cakes, too.* (Or *No, I don't like cakes!*)
- Say the sound /k/ in isolation. Exaggerate the mouth shape required to make the sound. The students copy this. Explain in L1 that they can feel their breath on their hand exploding out when they make the sound. Demonstrate. The children copy.

Presentation

1 CD2 34

PB p91 Listen and join in. Trace the letters.

Aim: to present and practise forming the graphemes 'c' and 'k'

- Point to the first picture on PB page 91. Ask *What's this?* Say *Yes, that's right. A cat, c-c-c-cat.* Repeat with the second picture.
- Play the audio (CD2 Track 34) for students to listen and point to the pictures. Then play it

again and pause after each line for students to repeat the audio.

- Point to the words below the two small pictures and say *Look at the red letters, are they the same? (No).* Point out that the shape of the letters are different. Then say *Listen, cat. King. Are the sounds the same?* Draw the two letter shapes on the board and point to them whilst saying cat and king several times.
- Say *Let's draw a curly /k/ for cat.* Repeat the sound whilst drawing the letter 'c' in the air, following the arrows as shown on PB page 91. Say *Draw a curly /k/ for cat.* Draw the letter again. The children copy. Practise forming this letter in the air repeatedly with the students. Then say *Let's draw a kicking /k/ for king.*
- Say *Trace.* The children trace the two letter shapes in pencil.

Audio script page T105

Practice

2 CD2 35

PB p91 Listen and read along.

Aims: to practise the sound /k/ in initial and final position, to recognise the graphemes 'c' and 'k'

- Ask students to look at the big picture and tell you what they see. Teach the new words *king* and *bike* using the picture. Ask *Is the king happy? (Yes.)*

- Say *Listen and follow.* Demonstrate following your index finger along the words as the audio plays. Say *Look at the red letters. How many curly /k/ shapes can you see? What sound do they make? (/k/).* Repeat with the kicking /k/. Play the audio several times for the children to follow the words as they listen.
- Show the picture of the cat and say *Cat, k-k-k-cat.* Count the three sounds out on your fingers as you sound them out (/k/ /æ/ /t/) and show the students that the first sound is /k/. Show a picture of a large smiley face on some paper and say *Like, like-k-k-k.* Count the sounds on your fingers as you sound them out (/l/ /aɪ/ /k/) and show students that the last sound is /k/. Put the two pictures at opposite sides of the board and explain that if they hear a /k/ at the beginning of the word they run to the 'cat' and if they hear a /k/ at the end of the word they run to the smiley face for *like*. Say a series of words with /k/ in initial or final position (avoiding blends) e.g. *bike, kite, cot, rack, back, colour.*

Audio script page T105

Extension activity

Aim: to review the two different letter shapes

- Draw a large 'c' and 'k' on the board. Provide finger paints, paper and protective aprons for the students. Invite the students to draw the two different shapes, saying /k/ /k/ /k/ as they work. Ask *What colour is this? Is this kicking /k/?*

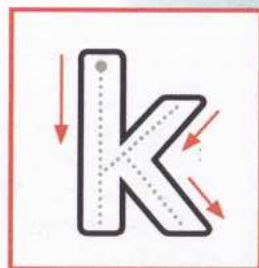
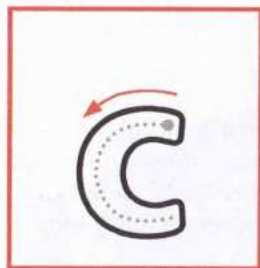
Ending the lesson

Aim: to practise recognising the graphemes 'c' and 'k'

- Write lots of words on the board that have the letters 'c' and 'k'. Circle a 'c' in red and a 'k' in a different colour. Ask students to come to the board and circle appropriate letters in the correct colour.



Listen and join in. Trace the letters.



cat



king



Cats and cakes and kites and bikes,
all the things that King Carl likes.



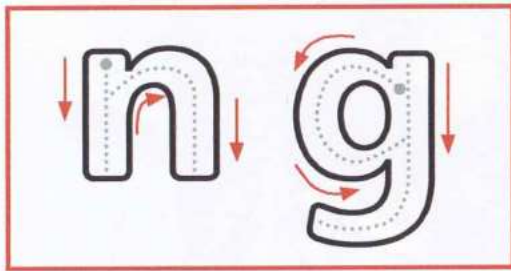
Listen and read along.

Phonics





Listen and join in. Trace the letters.



singing



dancing



We like singing, singing a song,
singing and dancing, all day long.



Listen and read along.

Phonics Unit 8

Aims: to practise the sound /ŋ/, to practise recognising and forming the grapheme 'ng', to highlight that two letters together can make just one sound

New language: *song, long*

Recycled language: *singing, dancing* and other verbs in the gerund

Materials: CD2, flashcard of cakes from this unit, phonics cards AB page 81, the puppet (Polly), the letter cards you made in T90 and three more for 'c', 'k' and 'ng', music CD

Language competences: The students will be able to make and recognise the sound /ŋ/. The students will practise forming and recognising the graphemes 'n' and 'g' together.

Warm-up

Aim: focus on the sound /ŋ/

- Put on the puppet and play the Unit 8 song on PB page 67 (CD2 Track 42). Make Polly dance and sing the words. Turn the music down a little and point to Polly saying *Look, Polly is singing a song!* At the end of the song say *Listen! Singing a song-ŋ-ŋ-ŋ*. Get the students to repeat the phrase.
- Say the sound /ŋ/ in isolation. Exaggerate the mouth shape required to make the sound. The students copy this. Explain in L1 that you can feel the vibrations of your voice when you make the sound. Demonstrate by saying the sound with your fingers on your throat. They practise making the sound in pairs. Monitor and check.

Presentation



PB p92 Listen and join in. Trace the letter.

Aim: to review forming the graphemes 'n' and 'g' and to use them together

- Point to the first picture on PB page 92. Ask *What's she doing?* Say *Yes, that's right. Singing-ŋ-ŋ-ŋ*. Repeat with the second picture by asking *What's he doing?*
- Play the audio (CD2 Track 47) for students to

listen and point to the pictures. Then play it again and pause after each line for students to repeat the audio.

- Point to the words below the two small pictures and say *Look at the red letters. What sounds can you see?* Say *Yes, /n/ and /g/* and write the letters separately on the board. Then rub the 'n' out and 'move' it so it is next to the 'g'. Draw a box around the two letters. Point to this box and say *This is one sound. Listen /ŋ/*.
- Say *Let's draw /ŋ/*. And then draw 'n' and 'g' in quick succession in the air following the arrows as shown on PB page 92. Repeat the sound, and this time draw the letters at the same time. Practise forming the letters in the air repeatedly with the students. Make the sound /ŋ/ each time. Get students to draw the two letters on each other's backs whilst saying the sound.
- Say *Trace*. The children trace the two letter shapes in pencil. Circulate and check they are using the correct grip and following the arrows.
Audio script page T106

Practice



PB p92 Listen and read along.

Aim: to practise the sound /ŋ/ in final and mid position

- Ask students to look at the big picture and tell you what they see. Ask some students if they

like singing or dancing.

- Say *Listen and follow*.

Demonstrate following your index finger along the words in your book as the audio plays. The students listen and follow the words. Say *Look at the red letters. What sound do they make? (/ŋ/)*. Play the audio several times for the children to follow the words as they listen.

- Have everyone stand in an area of the room with some space or, if this isn't possible, the students can stand up in front of their desks. Tell the students that they have to listen out for the sound /ŋ/ and when they hear it they need to start dancing. They need to stop dancing and do nothing when they hear a word without the /ŋ/ sound. Read out a series of words. Repeat the words again in a different order for the students to try again.

Audio script page T106

Extension activity

Aim: to review the sounds and letter shapes learnt so far

- Follow the procedure on page T90 to review the sounds and shapes so far and this time add in three more cards, for 'c', 'k' and 'ng'.

Ending the lesson

Aim: to develop segmenting skills

- Say a short word. Then say and clap the sounds in each word. For instance, say *Song*. /s/ /ɒ/ /ŋ/. Clap with each sound. Then ask *How many sounds?* The students will probably not be able to say all the sounds at this stage but encouraging them to clap and count the sounds will develop their awareness of the sounds in a word. Try with short words from this lesson and previous ones, e.g. *long, sing, cake*.

Phonics Unit 9

Aims: to review all sounds of the alphabet, to practise recognising and forming the graphemes 'a' to 'z'

New language:

Recycled language: the sounds learnt in *Super Safari* 1–3

Materials: CD2, the letter cards from Units 1–8 (PB page 93 and 94), the puppet (Polly), phonics cards 1–8 (AB pp81–88)

Language competences: The students will be able to make and recognise the sounds of the alphabet

Warm-up

Aim: review the sounds in Units 1–8

- Put the nine letter cards on the board and practise the sounds of each letter. Tell the students to close their eyes and take away one letter. Ask the students to say the sounds again and then tell you which one is missing. Repeat several times.

Practice



1 **CD2**
59 **PB p93** Listen and say. Trace the letters.

Aim: to review saying and forming the graphemes 'a' to 'z'

- Say Look at the pictures. What can you see? Students call out any of the pictures they know on PB pages 93 and 94.
- Play the audio (CD2 Track 59) and have students point to the pictures each time. Play the audio again and pause after each line and have the students repeat each sound and word. Repeat the audio again if you think your class need more practice.
- Say *Trace the letters*. The children trace the letters of the alphabet in pencil. Circulate and check they are using the correct grip and following the arrows. Make of note of any which

students are not so confident in tracing. Practise these ones in the air with the children, drawing them together several times whilst saying the appropriate sound.

- Play a form of 'Bingo' with the sound and pictures in the Pupil's Book. Draw a 3 square by 3 square bingo grid on the board and ask the students to copy it. Then ask them to draw nine pictures on their grid from the pictures on PB pages 93 and 94. Circulate, help and offer encouragement. Explain in L1 that when they hear a sound they must look for the corresponding picture on their bingo grid. If they have the appropriate picture they need to cross it off their board. The winner has three crossed off pictures in a row, vertically, diagonally or horizontally. Keep a record of the sounds which you call out so that you can check them with the winner.

Audio script page T107

Extension activity

Aim: review the key words from Units 1–8 and to develop decoding skills

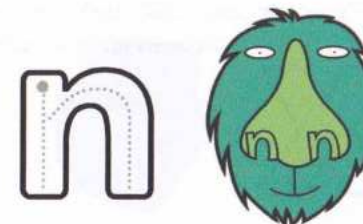
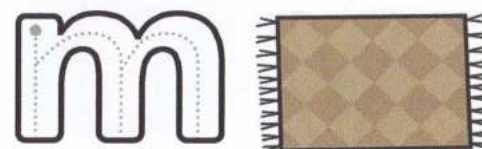
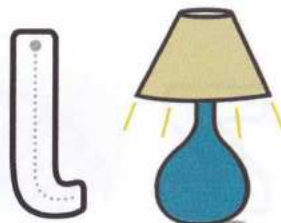
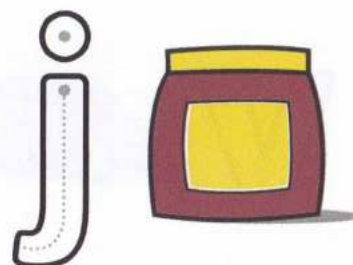
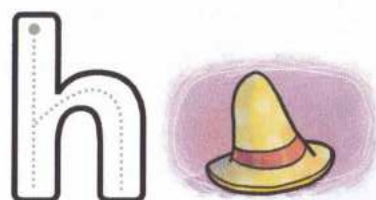
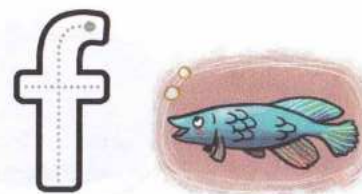
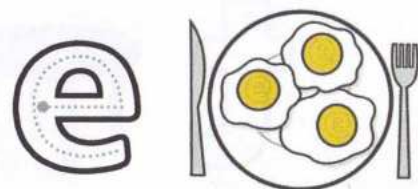
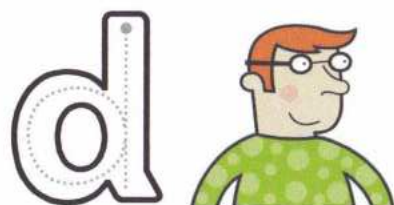
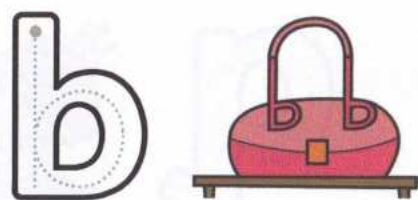
- Use the phonics word cards in pairs. Student one has all the pictures face up and student two has all the words face up. The students work together to match the words and the pictures. Remind students of the skills they know to help them recognise the words – looking at the first and final letters, looking at the shape of the whole word, trying to blend the letters together to read the whole word.

Ending the lesson

Aim: to develop blending skills

- Practise blending some of the words from PB pages 93 and 94. Remind the students that we want to hook the letters together and say the word smoothly. Try some simpler words first such as *jam*, *dad*, *van*. You can put a dot under each letter to help the students think about the sounds in the word. When you model the words initially, don't chop the sounds up: say them all together but slowly. Try to lose the model after a short time and call on students to blend the words on their own.
- Try some words with double consonants such as *happy*, *egg*, *rabbit*, *yellow*. Use dots under the sounds to show that these double letters represent just one sound.

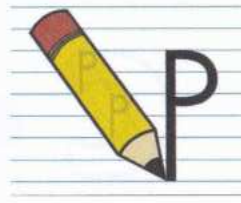
Listen and say. Trace the letters.



o



p



q



r



s



t



u



v



w



x



y



z



Review *Hello!* Unit and Unit 1

Aims: to review language from *Hello!* Unit and Unit 1

Recycled language: classroom objects, colours, numbers 1–10, *Draw a (bag)*.

Materials: CD 1, coloured pencils or crayons, puppet (*Polly*), Unit 1 number mini cards: AB page 98 and scissors (optional)

Language competences: Your students will be able to use language from *Hello!* Unit and Unit 1

Warm-up

Aim: to review numbers 1–10

- Say a simple chant to revise numbers 1–10:
*One, two, three (clap). Four, five, six (clap).
Seven, eight (clap). Nine and ten (clap).*
- Repeat, encouraging students to join in and clap.
- Repeat, but saying the numbers in reverse order:
*Nine and ten (clap). Seven, eight (clap).
Six, five, four (clap). Three, two, one (clap).*
- Start to count from 1 but stop e.g. at 3 and point to a student to say the next number. Go around the class so that everyone can take part.

Revision

1 **PB p95** Play the game.

Aim: to review vocabulary from Unit 1.

- Divide the class into two teams. The two teams stand on each side of the classroom, in a line. Assign one half of the board to each team (e.g. draw a line down the centre).
- The first student in each team comes to the front of the class. Whisper the same instruction to both students, e.g. *Draw a (chair)*. The two students start to draw on the board at the same time.

- The rest of the students call out the word when they think they know what the student is drawing. The team that guesses the word first gets a point.
- Both students stop drawing when someone has guessed correctly and the two students who are next in line in the teams come to the front.
- Repeat the game with different items (e.g. *pencil, bag, book, desk, rubber, pencil case, monkey, lion, parrot, giraffe*).

Practise with Polly

Aim: to practise following instructions and to review colours

- Put on the puppet. Make Polly give some instructions from Unit 1 for the students to carry out. Include some known colours, too, e.g. *Open your pencil cases. Pick up a red pencil. Close your books ...* etc. The students follow.

Extension activity

Aim: to review numbers 1–6

- Students work in groups of between four and six students. They each cut out a set of the Unit 1 number mini cards.
- Students work together to put the number cards in the correct order to make a sudoku grid, using numbers up to 4, 5 or 6. To do this, they have to use all the numbers in each row of the grid and also in each column, without repeating a number.

For example:

```
1 2 3 4
2 1 4 3
3 4 2 1
4 3 1 2
```

- Circulate and help. Ask *What number is it? What number's missing?*
- Ask a group who have made a successful grid to say the numbers in each row for you to write on the board. Ask other groups if theirs is the same. Write different successful grids on the board so that everyone understands that there is more than one correct answer.

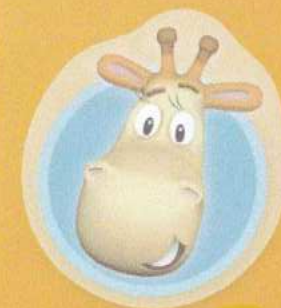
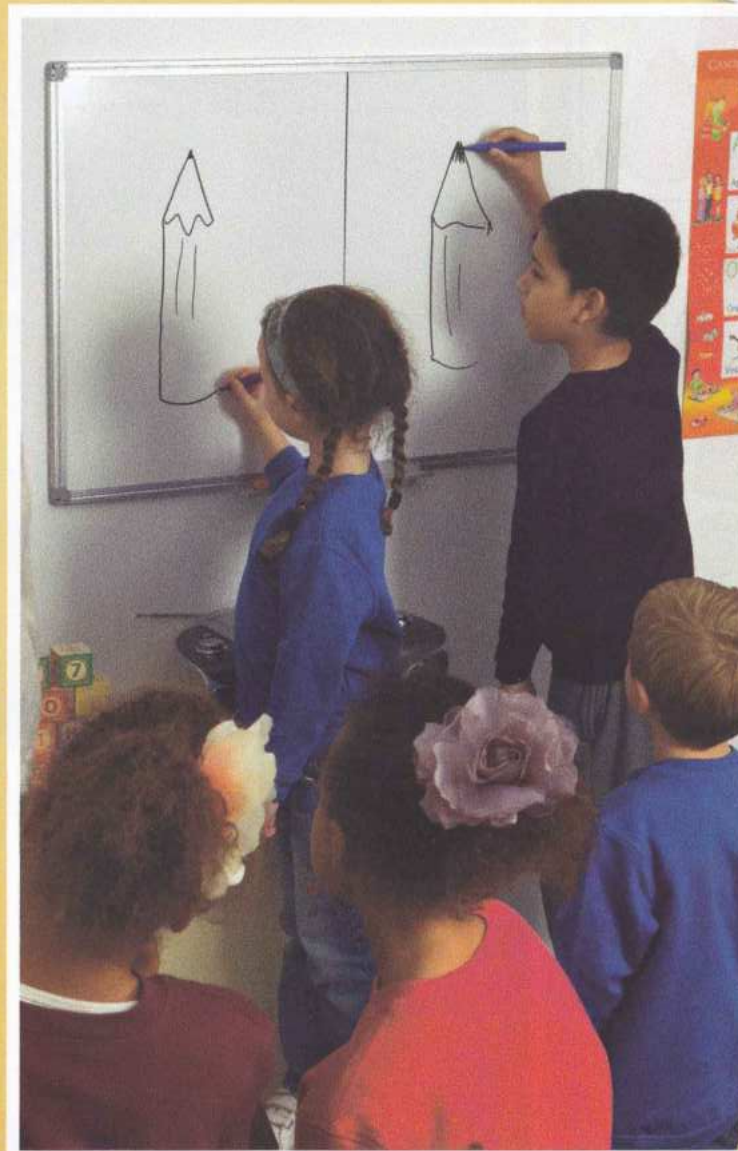
Ending the lesson

Aim: to review the unit song

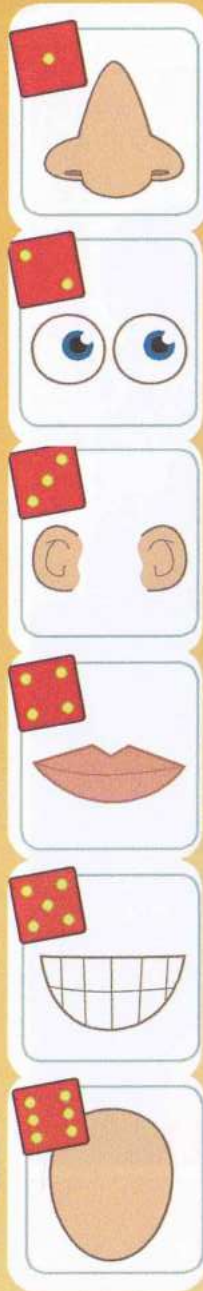
- Use classroom objects to review the song lyrics (see page T11). Go through the lyrics, holding up a rubber and then putting it in your pencil case and then doing the same with a pencil.
- Play the song again (CD 1 Track 13), encouraging the students to join in and to do the actions.

1 Play the game.

Review



1 Play the game.



Review Unit 2 and Unit 3

Aims: to review language from Unit 2 and Unit 3

Recycled language: family members, parts of the face, *angry, happy, sad, scared*, numbers 1–6

Materials: the puppet (Polly), dice/spinners, *coloured pencils or crayons*, Unit 3 mini cards: AB page 96 and scissors (optional)

Language competences: Your students will be able to use language from Unit 2 and Unit 3

Warm-up

Aim: to review feelings

- Say Yes and No and nod or shake your head. Students repeat and copy the gestures.
- Tell students that they are going to play a game in pairs. Student 1 thinks of a feeling and acts it. Student 2 has to guess.
- Demonstrate by acting one of the feelings. Help students to guess *You're (sad)*. Answer Yes or No.
- Students play the game in pairs.

Revision

1 PB p96 Play the game.

Aim: to review parts of the face and numbers 1–6

- Point to the dice next to the first picture at the top of the page. Ask *How many? (Six)*. Then point to the blank face, circle your face with your finger and ask *What's this? (Face)*. Say Yes. *Six is face*. Repeat for the other five pictures.
- Explain the rules of the game in L1. The students play in groups. Each student has to draw a face, but they can only draw each part if they throw the correct number on the dice.
- Students take turns to throw. They have to throw a 6 first. When they do so, they can draw the outline of the face. They can draw the other parts of the face in any order (but they have to

throw the right number first, according to the key at the top of the page: 5 for the teeth, 4 for the mouth, etc.).

- The winner is the first student to finish drawing a face.
- Circulate, encouraging students to count in English. Point and ask *What's this?* or *What's missing?*

Practise with Polly

Aim: to practise following instructions

- Put on the puppet. Make Polly say and mime some instructions from Unit 2 and Unit 3, e.g. Open the door, stand up, close your eyes, give your friend a hug, put out your hands.

Extension activity

Aim: to review parts of the face

- Students cut out the Unit 3 mini cards.
- Demonstrate the game (see below) with a group of four or five students at the front.
- In groups, students put their sets of cards together, but they take out all the *nose* cards except one. They put the extra *nose* cards to one side, shuffle the rest of the cards and deal them out.
- Students look at their cards. If they have any pairs of cards (e.g. two mouth cards, two eyes cards), they put them on the desk saying *Mouth and mouth*.

- A student offers the back of his/her cards to the student on his/her left. The student on the left takes one of the cards without knowing what it is. He/she adds it to his/her hand and looks at it. If the card makes a pair with a card that he/she already has, he/she puts the pair of cards on the desk, saying e.g. *Eyes and eyes*. If it doesn't make a pair, he/she keeps the card. This student then offers the back of his/her cards to the student on his/her left, and so on.
- The students can shuffle the cards in their hand at any time if they wish.
- When a student gets rid of all his/her cards, he/she is 'safe'. The loser is the person who is left with the *nose* card at the end of the game.
- Students sort the cards into complete sets each with a *nose* card when they have finished playing.

Ending the lesson

Aim: to review the Unit 2 song

- Use the pictures on PB page 19 to remind students of the song and review *queen, king and royal family*.
- Play the song (CD1 Track 26). The students sing and mime putting on crowns in the chorus.

Review Unit 4 and Unit 5

Aims: to review language from Unit 4 and Unit 5

Recycled language: *lion, giraffe, monkey, parrot, toys, colours, classroom objects, prepositions, furniture, action verbs*

Materials: cut-out pictures PB page 102, scissors, flashcards (characters, classroom objects, toys), some real toys, e.g. plane, doll, ball, coloured pencils or crayons, CD 2

Optional: Units Hello-4 mini cards: AB pp94-100

Language competences: Your students will be able to use language from Unit 4 and Unit 5

Warm-up

Aim: to review talking about where things are

- Place a number of classroom objects or toys, e.g. *ball, doll, plane*, around the room, in clear view of the students. Make sure that they are in, on or under known furniture.
- Describe where an item is, e.g. *It's under my chair*. Students listen and say what the item is (*Book*). Repeat with the other items and then invite students to make sentences.

Revision

1 PB p97 Play the game.

Aim: to review vocabulary and talking about possession

- Explain in L1 the rules of 'Bingo', as described below.
- Students cut out the bingo game pictures from PB page 102. Make sure the students know what all the images are.
- Students choose nine of the game pictures and place them on their bingo card on PB page 97. Tell the students that they need to make three in a row and show them on the board that the row can be made horizontally, vertically or diagonally.

- Choosing from the game pictures, say, e.g. *I've got an orange ball*. Students who have the orange ball on their bingo card turn it over, so it is face down. Keep a note of the items that you have called.
- Once a student has turned over three pictures in a row, horizontally, vertically or diagonally, he/she calls *Bingo!* The first student to call *Bingo!* is the winner.
- Check that the winning student has covered the correct pictures by asking *What have you got?*

Practise with Polly

Aim: to practise following instructions

- Put on the puppet. Make Polly give some instructions and tell the students to listen carefully and mime the instructions, e.g. *Throw a ball, skip, bounce a ball*. Then tell them they will have to remember a sequence of instructions, e.g. *throw, catch, jump, hop, skip*.
- Now explain that Polly wants everyone to draw a picture and that she, Polly, is going to tell you what to draw. Make Polly give some simple sentences about a room, its furniture and some things in the room, e.g. *Draw a bed. Draw a doll on the bed. Draw a chair and an armchair and a teddy under the armchair. Draw a cupboard. Draw a kite on the cupboard*. Make sure you only use known vocabulary and that you pause after each instruction to allow time for the students to draw.

- Students listen and complete the drawings. When Polly has finished giving the instructions you can ask the students to compare drawings. Circulate and ask questions *What's this? Where is it?*

Extension activity

Aim: to review vocabulary from Unit 4 and Unit 5

- Play a game of *Snap!* with the mini cards from Unit 4 and Unit 5. You can add in cards from a previous unit if you want a longer game. Each student needs both his/her sets of mini cards to play. Follow the procedure on page T18, Ending the lesson.
- Alternatively play *Hide and seek* with some toys, or flashcards of toys. Show everyone the toys that you will use and elicit what they are. If possible, split your class up so that half the students are outside the room (preferably with another adult) and the remaining students work together to hide the six toys (or flashcards) around the room. Set a time limit for this. Then invite the students outside back into the room to look for the toys. Tell them if they find something, they need to remember where they found it. When the toys have been found help the students make sentences about their locations.

Ending the lesson

Aim: to review prepositions, toy words and furniture words

- Play the song from Unit 5 on PB page 43 (CD 2 Track 07) and encourage students to join in.

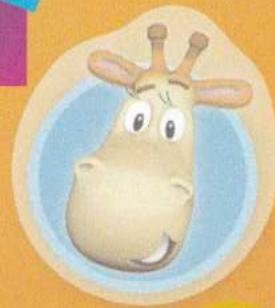
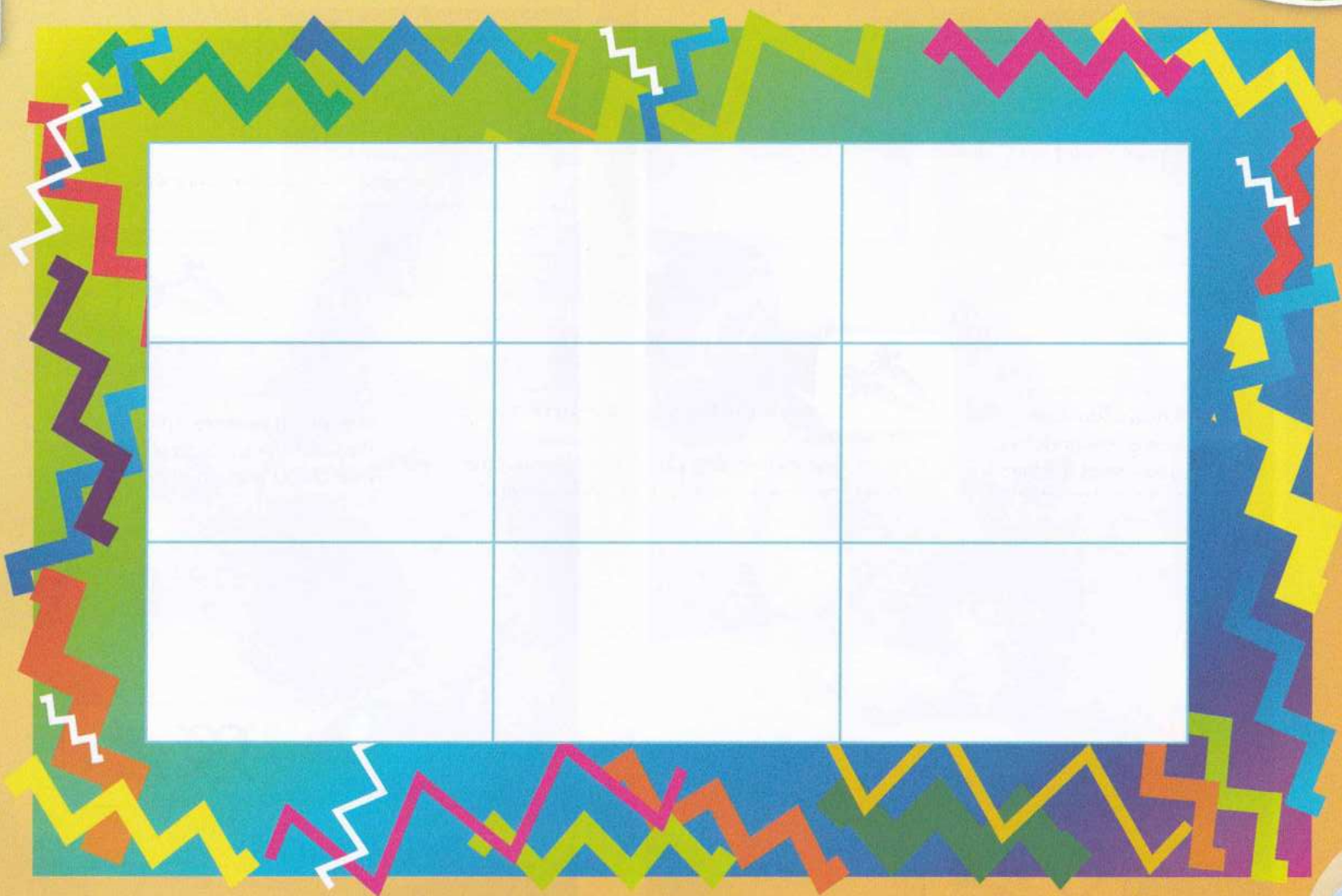
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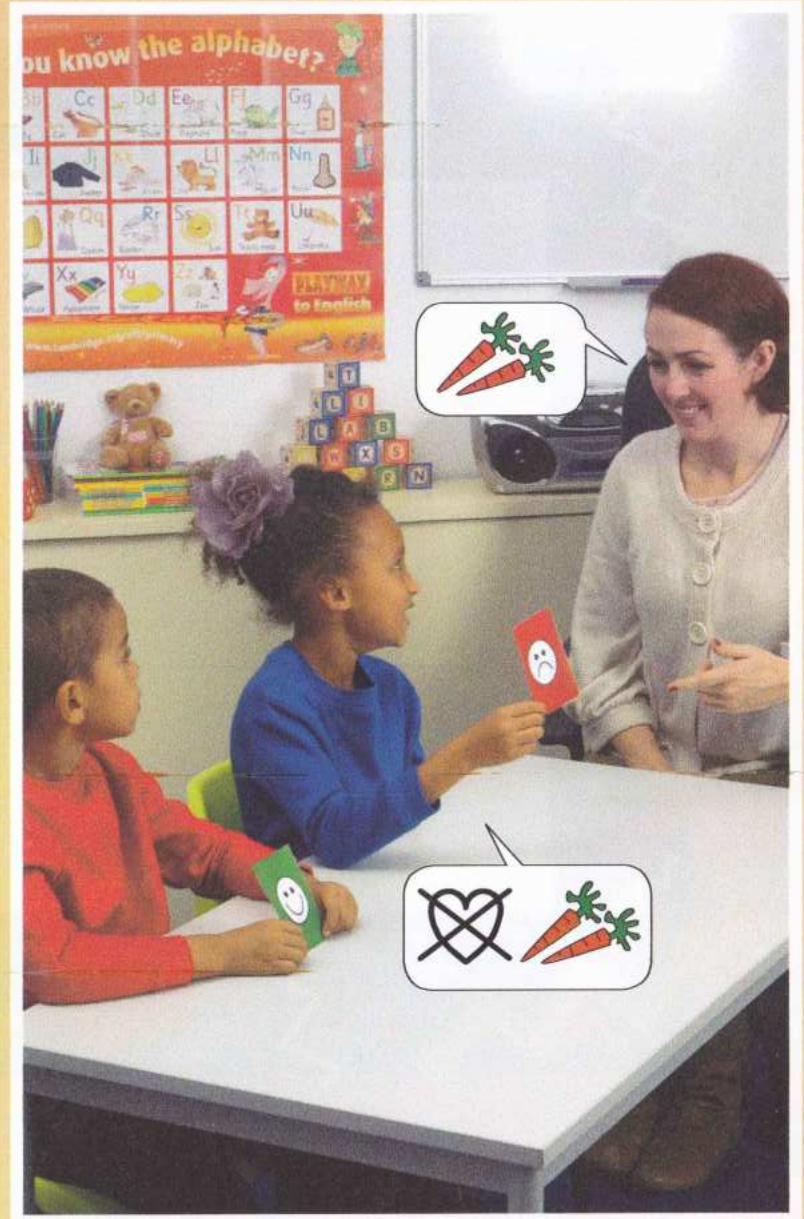
Page
102

Play the game.

Review



Play the game.



Review Unit 6 and Unit 7

Aims: to review language from Unit 6 and Unit 7

Recycled language: toys, colours, farm animals, food, *I like/don't like (blue/cats), favourite*

Materials: flashcards (food, farm animals, toys), cut-out cards: PB page 102, scissors, the puppet (Polly), Unit 6 mini cards: AB page 92, Unit 7 mini cards: AB page 92

Optional: pictures of toys and animals

Materials: CD 2

Language competences: The children will be able to use language from Unit 6 and Unit 7

Warm-up

Aim: to review animals

- Play *Pictionary* by drawing an animal or a toy that the students know on the board. Draw the object slowly, one part at a time so that they have to guess what it is. Ask *What's this?* as you draw.
- If you prefer not to draw, use pictures of animals and toys or flashcards instead. Cover the image up with paper and slowly reveal it, also asking *What is it?*

Revision

1 **PB p98** Play the game.

Aim: to review vocabulary and express likes and dislikes

- Point to the first card on PB page 102. Ask *Is he sad?* (*No, happy*). And repeat with the second card. Students cut out the cards.
- Look at the photos with the class and hold up your cards to demonstrate. Say *Carrots*, pretend to think and then hold up the green 'happy' card. Explain in L1 that this means that you like carrots. Say *Carrots* again and hold up the red card. Help the children to explain in L1 that the red 'sad' card means *I don't like (carrots)*.

- Explain in L1 that you will say a word and students need to think quickly whether they like this thing or not and hold up the happy face or the sad face.
- Say words from the sets of food and animals that the students know. When the students are all holding up a card, invite a student to make a sentence to match the card that he/she is holding. If the word is wrong or the sentence doesn't match the green or red card, the student is 'out'.

Practise with Polly

Aim: to practise following instructions

- Put on the puppet. Make Polly give some instructions from Unit 6 and 7, e.g. *Run like a dog, Sniff like a rabbit, Drink like a cat, Jump like a horse, Walk like a cow, Eat a chip, Drink juice*.
- Go around the class with Polly and ask individual students about their favourite food or animal, e.g. *What's your favourite animal?* You could also ask about their favourite colour.

Extension activity

Aim: to do a mini role play

- Tell the students in L1 that they are going to do a role play in a restaurant and that one student will be a waiter and the other will be a customer. Ask them what the customers do first in a restaurant (look at a menu and order food) and ask what the waiter does do (writes down what the customer wants and brings the food).
- Invite a volunteer to demonstrate the role play with you. You be the customer and mime looking at a menu, then say what you want to eat, e.g. *Sausages and chips, please*. Encourage the volunteer to mime writing it down and to ask *And to drink?* You say, e.g. *Milk, please*.
- In pairs, students practise the role play and invite volunteers to perform for the class.

Ending the lesson

Aim: to review vocabulary

- Play a game of *Bingo* with the Unit 6 and 7 mini cards (AB page 92). Students need to draw their own *Bingo* grid to match the size of the mini cards. The grid needs to be square with 3 rows and 3 columns. Draw one on the board for students to copy and explain in L1 that the squares need to be the same size as the mini cards.
- You could make Polly say the animal and food words and check the winner's words by asking *What have you got?*

Review Unit 8 and Unit 9

Aims: to review language from Unit 8 and Unit 9

Recycled language: vehicles, *I'm (riding a scooter, flying a kite/plane, sailing a boat, driving a car/bus, riding a bike), I like/don't like (cakes/crisps), I've got (a teddy bear),* vocabulary from the course

Materials: CD2, flashcards (vehicles, food, farm animals, toys), dice/spinners, counters, the puppet (Polly), sticky tack, coloured pencils or crayons

Optional: pictures of toys and animals, dressing up clothes (or various hats) for a clown, princess, cowboy, pirate, etc.) and a picture of each of these people, a music CD

Language competences: The children will be able to use language from Unit 8 and Unit 9

Warm-up

Aim: to review some vocabulary for the game and to practise categorising

- Take out one flashcard from each of the four sets and stick them on the board in a row. Draw vertical lines between the cards to create columns.
- Hand out the rest of the flashcards and say *Look at your card. Think and stick.*
- When all the cards are on the board, ask everyone to check them carefully to make sure all the cards are in the correct group.

Revision

1 **PB p99** Play the game.

Aim: to review language from the course

- Point to a blue square. Say *Look! I'm (flying a plane).* Explain in L1 that on all the blue squares they need to say a sentence like this. Do the same with the white squares and the yellow squares.
- Point to the traffic lights in the game and say *Look! Traffic lights.* Confirm in L1 that red means stop and that when students land on a red traffic light, they miss a turn. Then explain that green means that you can go, so when students land on a green, they have another turn.

- Point to the yellow arrows and explain in L1 that when they land on one of these, they go back the number of spaces shown. Demonstrate this on the first arrow and count back five squares with your finger.
- Arrange the class in pairs or small groups to play. Each student needs a counter as well as a spinner between them. Students first spin a spinner to see who has the first turn. The student with the highest number goes first.
- Circulate to check language and to help with any questions about the rules of the game. Encourage students to count in English as they work their way around the board and to use the phrase *My turn!*

Practise with Polly

Aim: to practise following instructions and to review language

- Put on the puppet. Make Polly give instructions to the children about their clothes, e.g. *Stand up if you're wearing a (red) (shirt).* Have a look around the class first and make sure that everyone is included in the instructions. Polly can congratulate students who understand and carry out the instruction correctly.
- Make Polly give some new instructions and tell the class that they have to mime them. Make Polly use action words for the students to mime, e.g. *Flying a (plane).* The students follow. Then

do mimes yourself, with or without Polly, and the students say the phrases, e.g. *Driving a car.* Say, *Yes, that's right. I'm driving a car.*

- Use Polly to do a drawing dictation practising clothes and colours. Polly tells the children to get out their coloured pencils and paper. Polly gives instructions telling students what to draw, e.g. *Draw a boy with a red shirt. He's wearing brown shorts and a purple belt. He's got a cowboy hat and black boots.* Pause between each instruction to give them time to draw. When they have finished they can compare drawings.

Extension activity

Aim: to review clothes and to play a game

- Ideally, children will sit in a large circle. Put the different dressing up clothes in the middle of the circle. Show the children the pictures of the clown, princess, cowboy and pirate and ask them to say the words.
- Explain that the children will pass the four pictures around the circle whilst the music plays. If a child is holding a picture when the music stops, he/she must go into the middle and put on the relevant clothes. When the children are ready they can describe the clothes they are wearing, e.g. *I'm wearing a crown and a pink dress.* The rest of the class say what she is (*A princess*). The children in the middle take the clothes off and the music starts again.

Ending the lesson

Aim: to practise language from Units 8 and 9 and to review a song

- Let the students choose either the Unit 8 song (CD 2 Track 42) or the Unit 9 song (CD 2 Track 54) to end the lesson. The students join in and do the actions as appropriate.
- Award the certificate from PB page 103 to each student by writing their names on the dotted line.

1 Play the game.

Review



CD1, 02/03

What's your name?

What's your name?

I'm Mike.

Hello, Mike.

What's your name?

What's your name?

I'm Polly.

Hello, Polly.

What's your name?

What's your name?

I'm Leo.

Hello, Leo.

What's your name?

What's your name?

I'm Gina.

Hello, Gina.

Gina, Polly, Mike and Leo,

Hello, hello, hello, hello!

CD1, 04

ELEPHANT: Hello. What's your name?

MIKE: I'm Mike the monkey.

ELEPHANT: Hello. What's your name?

POLLY: I'm Polly the parrot.

ELEPHANT: Hello. What's your name?

LEO: I'm Leo the lion.

ELEPHANT: Hello. What's your name?

GINA: I'm Gina the giraffe.

CD1, 05

1. **ELEPHANT:** What's your name?

LEO: I'm Leo.

2. **ELEPHANT:** What's your name?

GINA: I'm Gina.

3. **ELEPHANT:** What's your name?

MIKE: I'm Mike.

4. **ELEPHANT:** What's your name?

POLLY: I'm Polly.

CD1, 06

one - red

two - blue

three - green

four - orange

five - purple

six - yellow

CD1, 07

LEO: Oh no, no, no, no, no!

POLLY: What's the matter?

LEO: My pencil! Oh no!

Now say the words.

1. pencil

2. chair

3. bag

4. rubber

5. book

6. desk

CD1, 08

My pencil

My book

My rubber

All in my bag.

My pencil

My book

My rubber

All on my chair.

My pencil

My book

My rubber

All on my desk.

CD1, 09

seven

eight

nine

ten

CD1, 10

Stand up.

Put your bag on your desk.

Sit down.

Open your book.

Pick up your pencil.

Close your book.

CD1, 11

1. Stand up.

2. Put your bag on your desk.

3. Sit down.

4. Open your book.

5. Pick up your pencil.

6. Close your book.

CD1, 12

1. Open your book.

2. Pick up your pencil.

3. Sit down.

4. Stand up.

5. Close your book.

6. Put your bag on your desk.

CD1, 13/14

In the classroom, in the classroom.

In the classroom today!

Here's my rubber, my red rubber.

Here's my rubber ... in my pencil case!

In the classroom, in the classroom.

In the classroom today!

Here's my pencil, my blue pencil.

Here's my pencil ... in my pencil case!

In the classroom, in the classroom.

In the classroom today!

My rubber and my pencil,

My rubber and my pencil,

My rubber and my pencil

In my pencil case.

CD1, 15

See CD1, Track 13.

CD1, 16

1. **TEACHER:** Leo, Polly, sit down, please.

2. **TEACHER:** Open your books.

3. **TEACHER:** Draw a bag.

4. **LEO:** Where's my pencil?

5. **POLLY:** There, look! Your pencil!

6. **LEO:** Oh no!

7. **MIKE:** Don't worry. Here's a pencil.

LEO: Wow!

8. **LEO:** Thank you, Mike! Thank you very much!

TEACHER: Yes, thank you, Mike!

CD1, 17

1. singing

2. drawing

3. reading

4. writing

5. counting

CD1, 18

/r/ /r/ /r/ red

/r/ /r/ /r/ red

/r/ /r/ /r/ red!

/r/ /r/ /r/ rabbit

/r/ /r/ /r/ rabbit

/r/ /r/ /r/ rabbit!

CD1, 19

Rob the red rabbit,

Having fun,

Running in a race,

Run, Rob, run!

(x2)

CD1, 20

MIKE: Let's go, Mum!

MIKE'S SISTER: Come on, Dad!

Now say the words.

1. grandpa
2. grandma
3. mum
4. dad
5. sister
6. brother

CD1, 21

My grandma, my sister, my mum
and me.

Here are the girls in my family.

My grandpa, my brother, my dad
and me.

Here are the boys in my family.

CD1, 22

blue

MIKE: This is my sister.

orange

MIKE: This is my dad.

yellow

MIKE: This is my grandma.

green

MIKE: This is my brother.

red

MIKE: This is my grandpa.

purple

MIKE: This is my mum.

CD1, 23

1. This is my sister, Alice.
2. This is my mum.
3. This is my grandpa.
4. This is my dad.
5. This is my brother, Tom.
6. This is my grandma.

CD1, 24

Open the door.

Say 'Hello' to your mum.

Sit down.

What's that?

Stand up.

It's a sandwich. Yuck!

CD1, 25

1. Open the door.
2. Say 'Hello' to your mum.
3. Sit down.
4. What's that?
5. Stand up.
6. It's a sandwich. Yuck!

CD1, 26/27

Mum's the queen!

Dad's the king!

We're the royal family.

(x2)

This is my mum.

Hi, my name's Ann.

This is my dad.

Hi, my name's Dan.

Mum's the queen! ...

(x2)

This is my sister.

Hi, my name's Jill.

This is my brother.

Hi, my name's Bill.

Mum's the queen! ...

(x2)

This is my grandma.

Hi, my name's Kim.

This is my grandpa.

Hi, my name's Jim.

Mum's the queen! ...

(x4)

CD1, 28

1. **MIKE:** Hi, Gina. Hi, Polly.

GINA & POLLY: Hi, Mike.

2. **GINA:** A sandwich?

MIKE: Ooh, thank you, Gina.

3. **MIKE:** This is my brother, Tim ...
and this is my sister, Olivia.

MIKE'S BROTHER & SISTER: Hi.

POLLY: A sandwich?

MIKE'S BROTHER & SISTER:

Thank you.

4. **MIKE:** This is my mum ... and this
is my dad.

MIKE'S MUM & DAD: Hi.

GINA: A sandwich?

MIKE'S MUM & DAD: Thank you.

5. **MIKE:** This is my grandma ... and this
is my grandpa.

MIKE'S GRANDMA & GRANDPA: Hi.

POLLY: A sandwich?

MIKE'S GRANDMA & GRANDPA:

Thank you.

6. **MIKE'S MUM:** Oh no. Your sandwiches!

7. **MIKE:** Hmm ... wait here.

8. **MIKE:** For you!

POLLY: Thank you.

GINA: Yummy!

CD1, 29

Hi, my name's Nick.

My grandpa and grandma are Nigel
and Kate -

that's my mum's mum and dad -
and Paul and Diana, my dad's mum
and dad.

My mum is Jenny ... and my dad is David.

My sister is Ruby ... and my brother
is Tom.

CD1, 30

/f/ /f/ /f/ fish

/f/ /f/ /f/ fish

/f/ /f/ /f/ fish!

/f/ /f/ /f/ family

/f/ /f/ /f/ family

/f/ /f/ /f/ family!

CD1, 31

Four funny fish,

Swimming in the sea,

Four funny fish in the fish family.
(x2)

CD1, 32

MIKE: I've got an idea. Hee hee hee
hee hee hee!

Now say the words.

1. eyes

2. ears

3. nose

4. face

5. teeth

6. mouth

CD1, 33

Here's my face. It's easy - look!

Two eyes, two ears.

Here's my nose. Here's my mouth.

Oh, what's missing? Ah - my teeth!
(x 2)

CD1, 34

1. Are you happy?

Yes, I am. I'm happy.

2. Are you happy?

No, I'm not. I'm sad.

3. Are you happy?

No, I'm not. I'm scared.

4. Are you happy?

No, I'm not. I'm angry.

CD1, 35

Close your eyes.
Put out your hands.
What is it?
Open your eyes.
A present! You're happy!
Give your friend a hug.

CD1, 36

1. Close your eyes.
2. Put out your hands.
3. What is it?
4. Open your eyes.
5. A present! You're happy!
6. Give your friend a hug.

CD1, 37

1. Are you happy?
No, I'm not.
Are you angry?
Yes, I am.
2. Are you scared?
No, I'm not.
Are you sad?
Yes, I am.
3. Are you angry?
No, I'm not.
Are you scared?
Yes, I am.
4. Are you angry?
No, I'm not.
Are you happy?
Yes, I am.

CD1, 38/39

Hey, little clown, are you happy?
Hey, little clown, are you OK?
Hey, little clown, are you happy?
Are you happy today?

No, no, no, no, no.
I'm not happy. I'm not happy.

No, no, no, no, no.
I'm sad today.
Hey, little clown, are you happy? ...

No, no, no, no, no.
I'm not happy. I'm not happy.
No, no, no, no, no.
I'm scared today.

Hey, little clown, are you happy? ...

No, no, no, no, no.
I'm not happy. I'm not happy.
No, no, no, no, no.
I'm angry today.

Hey, little clown, are you happy? ...

Yes, yes, yes, yes, yes.
I'm happy. I'm happy.
Yes, yes, yes, yes, yes.
I'm OK today.
I'm ... happy ... today.

CD1, 40

1. **MIKE:** A monster! Look! Gina's coming!
2. **GINA:** A monster! I'm scared!
3. **LEO:** Are you OK?
GINA: No, I'm not. I'm scared! Come with me, please.
4. **LEO & GINA:** It's a monster! Let's run!
5. **LEO:** There's a monster.
GINA: We're scared.
LEO & GINA: Come with us, please.
POLLY: A monster? I'm not scared.
Let's go.
6. **POLLY:** It's a monster! I'm scared!
7. **MIKE:** Ho ho ho! Hee hee hee!
8. **MIKE:** Ouch!
POLLY: Here's the monster - it's Mike!

CD1, 41

green
drum
blue
violin
yellow
recorder
red
xylophone

CD1, 42

1. *(angrily)*
Here's my rubber.
My red rubber.
Here's my rubber.
In my pencil case!
2. *(sadly)*
Here's my rubber. ...
3. *(happily)*
Here's my rubber. ...
4. *(scared)*
Here's my rubber. ...

CD1, 43

/h/ /h/ /h/ happy
/h/ /h/ /h/ happy
/h/ /h/ /h/ happy!
/h/ /h/ /h/ hat
/h/ /h/ /h/ hat
/h/ /h/ /h/ hat!

CD1, 44

I'm Harry the horse,
I'm happy today,
I've got my hat on my head,
Let's go and play!
(x2)

CD1, 45

MIKE: Polly, your kite! Oh no!
POLLY: Ohh! ... Let's play with the ball.

Now say the words.

1. ball
2. kite
3. rope
4. teddy bear
5. doll
6. plane

CD1, 46

One yellow doll
Two blue balls
Three green planes
Four red kites
A rope
And a teddy bear.
Oh yeah, oh yeah, oh yeah!

CD1, 47

GINA: I've got a doll. It's purple.
POLLY: I've got a teddy bear. It's orange.
LEO: I've got a ball. It's red.
MIKE: I've got a rope. It's yellow.
GINA: I've got a plane. It's green.
LEO: I've got a kite. It's blue.

CD1, 48

Throw the ball.
Oh no! Look at the ball!
Throw the rope.
Catch the ball.
Bounce the ball.
Put the ball in your bag.

CD1, 49

1. Throw the ball.
2. Oh no! Look at the ball!
3. Throw the rope.
4. Catch the ball.
5. Bounce the ball.
6. Put the ball in your bag.

CD1, 50/51

POLLY:

I've got a ball and a plane.
I've got a doll and a rope.
I've got a teddy bear ... squawk!
I've got a teddy bear.
I haven't got a kite. I haven't got a kite.
Sob, sob, sob.
I ... haven't ... got ... a ... kite. Sob, sob.

LEO:

I've got a kite. That's right! That's right.
I've got a kite. That's right!
Play with me. Play with me.
I've got a kite. That's right.

POLLY & LEO:

We've got a kite. We've got a kite.
We've got a kite. That's right!
We've got a kite. We've got a kite.
We've got a kite. That's right!

CD1, 52

See CD1, Track 50.

CD1, 53

1. **GINA:** This is fun!
LEO: [grunt] Ooh!
2. **GINA, POLLY & MIKE:** Oh no! Leo!
GINA: Where's the ball?
POLLY: Look!
3. **MIKE:** I've got an idea. Gina, come with me.
4. **CROCODILE:** Mmm ... Yummy.
LEO: Be careful!

6. **MIKE:** Help!

7. **LEO:** Look!

8. **MIKE:** We've got the ball now!

ALL: Thank you, Mr Crocodile.

CROCODILE: Hmmmph.

CD1, 54

GIRL 1: Hello, I'm Olivia. I've got a green rope ... a yellow rope ... and a blue ball.

GIRL 2: Hello, I'm Carla. I've got a red ball ... a blue ball ... and a yellow rope.

GIRL 3: Hello, I'm Simone. I've got a red ball ... a green ball ... and a yellow rope.

GIRL 4: Hello, I'm Tina. I've got a red ball ... a blue ball ... and a green rope.

CD1, 55

green - hop
orange - skip
yellow - jump
purple - throw
red - catch
blue - bounce

CD1, 56

Hop
Skip
Do a star jump
Throw the ball
Catch the ball
Bounce the ball

CD1, 57

/g/ /g/ /g/ dog
/g/ /g/ /g/ dog
/g/ /g/ /g/ dog!
/g/ /g/ /g/ dig
/g/ /g/ /g/ dig
/g/ /g/ /g/ dig!

CD1, 58

Gary's dog is very big.
Gary's dog likes to dig.
(x2)

CD2, 02

MIKE'S GRANDMA: Mike! This is my bed! What are you doing?

MIKE: Sorry, Grandma. Oh ... where's my cap?

Now say the words.

1. bath
2. cupboard
3. bed
4. sofa
5. table
6. armchair

CD2, 03

A teddy on the table
A teddy in the bath
A teddy on the sofa
Teddies everywhere!

A teddy on the cupboard
A teddy on the bed
A teddy on the armchair
Teddies everywhere!

CD2, 04

1. The doll is in the bath.
2. The plane is under the table.
3. The rope is on the sofa.

CD2, 05

Where's the cat?
Listen!
Look on the sofa.
Look under the table.
No, it isn't there.
Oh look! It's in the cupboard!

CD2, 06

1. Where's the cat?
2. Listen!
3. Look on the sofa.
4. Look under the table.
5. No, it isn't there.
6. Oh look! It's in the cupboard!

CD2, 07/08

Tidy up, tidy up. Put your toys away!
Tidy up, tidy up. Put your toys away!

Put the kite in the cupboard.
Put the plane under the bed.
No more play.
Put your toys away.

Tidy up, tidy up. Put your toys away!
Tidy up, tidy up. Put your toys away!

Put the doll on the bed.
Put the teddy on the chair.
No more play.
Put your toys away.

Tidy up, tidy up. Put your toys away!
Tidy up, tidy up. Put your toys away!

Put your toys away!

CD2, 09

See CD2, Track 07.

CD2, 10

1. **MIKE'S SISTER:** Your cap? It's ...
MIKE: Ah, it's in the cupboard!
Of course.
2. **MIKE:** No. It isn't here.
3. **MIKE'S BROTHER:** It's ...
MIKE: Ah, it's under the sofa!
Of course.
4. **MIKE:** No. It isn't here.
5. **MIKE'S MUM:** It's on ...
MIKE: Ah, it's on the table! Of course.

6. **MIKE:** No. It isn't here.
 7. **MIKE'S MUM, BROTHER, SISTER,**
GRANDMA: One, two, three. ... It's on
 your HEAD!
MIKE: Huh?
 8. **MIKE:** On my head? Oh yes!

CD2, 11

1. caravan
2. houseboat
3. palace
4. tree house
5. tent

CD2, 12

/y/ /y/ /y/ yellow
 /y/ /y/ /y/ yellow
 /y/ /y/ /y/ yellow!
 /y/ /y/ /y/ yogurt
 /y/ /y/ /y/ yogurt
 /y/ /y/ /y/ yogurt!

CD2, 13

Yummy yellow yogurt,
 Yes, yes, yes!
 Yummy yellow yogurt,
 On my dress.
 (x2)

CD2, 14

COW: Whooo are youuu?
POLLY: I'm Polly. Hello! I'm Polly the
 parrot!
 Now say the words.
 1. cat
 2. horse
 3. cow
 4. dog
 5. rabbit
 6. sheep

CD2, 15

Listen!
 Woof, woof!
 A dog.
 Listen!
 Miaow!
 A cat.
 Listen!
 Baaa!
 A sheep.
 Listen!
 Moo!
 A cow.

Listen!
 Neigh!
 A horse.

Listen!
 Thump, thump!
 A rabbit.

Run, rabbit, run! Run, rabbit, run!
 Look at the rabbit, running away!

CD2, 16

1. **WOMAN:** Hi! What's your name?
BOY: I'm William.
WOMAN: William. Nice to meet you.
 Tell me, what are your favourite
 things?
BOY: My favourite things ... let me
 think ... Mmm. I think blue is my
 favourite colour - yes, that's right.
WOMAN: And what's your favourite
 animal?
BOY: Dogs. I like dogs.
WOMAN: What's your favourite toy?
BOY: Let me think. Ah, I know. Planes.
 I like planes.
 2. **WOMAN:** Hello.
GIRL: Hi!

WOMAN: What's your name?

GIRL: I'm Elisabeth.

WOMAN: OK. Tell me, Elisabeth,
 what's your favourite colour?

GIRL: My favourite colour's orange -
 I like it a lot.

WOMAN: And your favourite animal?

GIRL: I like cats. Cats are my favourite
 animals.

WOMAN: OK, and what's your
 favourite toy, Elisabeth?

GIRL: Mmm. I've got a teddy bear. I
 like teddy bears. Yes, I think teddy
 bears are my favourite toys.

CD2, 17

Sniff like a rabbit.
 Eat like a rabbit.
 Look! A dog!
 Hop, rabbit, hop!
 Run, dog, run! Woof, woof!
 Hide, rabbit, hide!

CD2, 18

1. Sniff like a rabbit.
2. Eat like a rabbit.
3. Look! A dog!
4. Hop, rabbit, hop!
5. Run, dog, run! Woof, woof!
6. Hide, rabbit, hide!

CD2, 19/20

Let's do the animal boogie - woof!
 Let's do the animal boogie - miaow!
 Let's do the animal boogie - baa!
 Let's do the animal boogie - moo!
 Come sing with me and dance with me,
 For you and me, the animal boogie-
 woogie!

I like dogs, oh dogs are nice!
 Woof, woof, woof, woof, woof.
 I like cats, oh cats are nice!

Miaow, miaow, miaow, miaow, miaow.
 I like sheep, oh sheep are nice!
 Baa, baa, baa, baa, baa.
 I like cows, oh cows are nice!
 Moo, moo, moo, moo, moo!
 Come sing with me and dance with me,
 For you and me, the animal
 boogie-woogie!

And I like the animal boogie too!
 Woof! Miaow! Baa! Moo!
 Come sing with me and dance with me,
 For you and me, the animal
 boogie-woogie!

CD2, 21

1. [sheep bleating]
2. [dog barking]
3. [cow mooing]
4. [cat miaowing]

CD2, 22

1. **POLLY:** And who are you?
COW: I'm the cow.
POLLY: I like your tail.
COW: Thank you. Moo!
 2. **POLLY:** Who are you?
HORSE: I'm the horse.
POLLY: I like your teeth.
HORSE: Thank you. Neigh!
 3. **POLLY:** Who are you?
DOG: I'm the dog.
POLLY: I like your nose.
DOG: Thank you. Woof, woof!
 4. **POLLY:** Who are you?
CAT: I'm the cat.
POLLY: I like your eyes.
CAT: Thank you. Miaow!
 5. **POLLY:** Who are you?
RABBIT: I'm the rabbit.
POLLY: I like your ears.
RABBIT: Thank you!
 6. **SHEEP:** And who are you?

POLLY: I'm Polly the parrot.

SHEEP: I like your colours.

POLLY: Thank you!

7. **SHEEP:** Look!

8. **POLLY:** Fantastic!

OTHER ANIMALS: Oh no!

Woof woof! Miaow! Moo! Neigh!

CD2, 23

/z/ /z/ /z/ zebra

/z/ /z/ /z/ zebra

/z/ /z/ /z/ zebra!

/z/ /z/ /z/ zoo

/z/ /z/ /z/ zoo

/z/ /z/ /z/ zoo!

CD2, 24

Zebra, zebra, at the zoo,

Zebra, zebra, we love you!

(x2)

CD2, 25

POLLY: Dinner tonight for Gina, Leo and Mike. Hmm. I know! Carrot soup, sausages and chips, apples, ice cream and cakes.

Now say the words.

1. carrots

2. sausages

3. apples

4. cakes

5. ice cream

6. chips

CD2, 26

Cakes for the snakes,

Apples for the cats,

Carrots for the parrots,

Ice cream for the sheep.

Sausages, sausages,

Sausages and chips!

Sausages and chips

For you and me!

CD2, 27

1. I like sausages. Yummy!

2. I like carrots. Yummy!

3. I don't like chips. Yuck!

4. I don't like apples. Yuck!

5. I like ice cream. Yummy!

6. I don't like cakes. Yuck!

CD2, 28

Smell. Mmm ... What's that smell?

You're hungry.

Go into the kitchen.

Listen.

Look - chips! Take one.

Eat the chips. You like chips. Yummy!

CD2, 29

1. Smell. Mmm ... What's that smell?

2. You're hungry.

3. Go into the kitchen.

4. Listen.

5. Look - chips! Take one.

6. Eat the chips. You like chips. Yummy!

CD2, 30/31

I don't like chips - no, no, no.

I don't like carrots - no, no, no.

I don't like sausages - no, no, no.

No, no, no, no, NO!

Chips, oh no! Carrots, oh no!

Sausages - no, no, no, no, NO!

I like apples - yes, yes, yes.

I like cakes - yes, yes, yes.

I like ice cream - yes, yes, yes.

Yes, yes, yes, yes, YES!

Apples, oh yes! Cakes, oh yes!

Ice cream - yes, yes, yes, yes, YES!

CD2, 32

See CD2, Track 30.

CD2, 33

1. **POLLY:** Carrot soup.

LEO: My favourite.

2. **LEO:** Mmm. I'm hungry!

GINA: Leo!

LEO: Ooops. Sorry.

3. **POLLY:** Sausages and chips.

LEO: My favourite.

4. **LEO:** Mmm. I'm hungry!

5. **POLLY:** Apples.

LEO: My favourite.

6. **LEO:** Mmm. I'm hungry!

7. **POLLY:** Cakes and ice cream.

MIKE: My favourite.

GINA: My favourite too.

LEO: [groans] Oh no! I'm too full!

8. **GINA:** Mmm.

POLLY: Mmm.

MIKE: Mmm.

LEO: My favourite!

CD2, 34

/k/ /k/ /k/ cat

/k/ /k/ /k/ cat

/k/ /k/ /k/ cat!

/k/ /k/ /k/ king

/k/ /k/ /k/ king

/k/ /k/ /k/ king!

CD2, 35

Cats and cakes and kites and bikes,

All the things that King Carl likes.

(x2)

CD2, 36

MIKE: Wow! Driving a train! That's cool!

Now say the words.

1. boat

2. train

3. car

4. scooter

5. bus

6. bike

CD2, 37

Ride a scooter.

Sail a boat.

Drive a car.

Off we go!

Ride a bike.

Drive a bus.

Drive a train.

Come with us!

CD2, 38

blue

MIKE: Look! I'm sailing a boat.

orange

LEO: Look! I'm riding a bike.

yellow

POLLY: Look! I'm driving a car.

green

GINA: Look! I'm driving a train.

red

DOG: Look! I'm driving a bus.

purple

CAT: Look! I'm flying a plane.

CD2, 39

You're flying your plane.

There's a café under the plane.

Land your plane.

Get out and go to the café.

Ask for lots of ice cream.

Yummy!

CD2, 40

1. You're flying your plane.
2. There's a café under the plane.
3. Land your plane.
4. Get out and go to the café.
5. Ask for lots of ice cream.
6. Yummy!

CD2, 41

1. I'm driving a car.
2. I'm riding a bike.
3. I'm flying a plane.
4. I'm riding a scooter.

CD2, 42/43

Look at us. We're having fun.
Come and join in, everyone.

I'm riding a bike. Ting, ting, ting.
I'm driving a car. Vroom, vroom, vroom.
I'm flying a plane. Nee-eee-aow!
I'm flying to the stars.

Look at us. We're having fun. ...
(x2)

I'm driving a train. Choo, choo, choo.
I'm riding a scooter. Push, push!
I'm sailing a boat.
All aboard!
I'm sailing on the sea.

Look at us. We're having fun. ...
(x2)

CD2, 44

[Bike bell] Ting, ting, ting!
[Car engine] Vroom, vroom, vroom!
[Plane] Nee-eee-aow!
[Train] Choo, choo, choo!
[Scooter] Push, push!
[Boat engine] All aboard!

CD2, 45

1. **GINA:** Look at this boat!
POLLY: And this car. Super!
2. **LEO:** And this train. Wow! It's fantastic.
MIKE: Yes.
MIKE'S MUM: I've got an idea.
3. **MIKE'S MUM:** Come with me.
4. **GINA:** Look! I'm sailing a boat!
5. **MIKE:** Look! I'm flying a plane!
6. **POLLY:** Look! I'm driving a train!
7. **LEO:** Look! I'm driving a bus!
8. **GINA & LEO:** We're having fun at the fair!
MIKE: Thank you, Mum!

CD2, 46

1. Colour the triangle blue.
2. Colour the circle red.
3. Colour the square green.
4. Colour the rectangle orange.

CD2, 47

/ng/ /ng/ /ng/ singing
/ng/ /ng/ /ng/ singing
/ng/ /ng/ /ng/ singing!
/ng/ /ng/ /ng/ dancing
/ng/ /ng/ /ng/ dancing
/ng/ /ng/ /ng/ dancing!

CD2, 48

We like singing,
Singing a song,
Singing and dancing,
All day long.
(x2)

I like singing,
Singing a song,
Singing and dancing,
All day long.
(x2)

CD2, 49

GINA: What a great party!
POLLY: And I like your badge!

Now say the words.

1. hat
2. belt
3. boots
4. shirt
5. badge
6. shoes

CD2, 50

Purple shirt
Blue boots
No shoes
Red belt
Yellow badge
Green hat
Mike's a cowboy -
That's that!
(x2)

CD2, 51

orange juice
sweets
sausages
carrot soup
apples
sandwiches
eggs
salad
crisps
chips
cakes
ice cream
biscuits
carrots
milk

CD2, 52

Walk home.
Open the door.
Surprise! It's a party! Hooray!
Put on your party hat.
Eat cakes. Yummy!
Dance with your friends.

CD2, 53

1. Walk home.
2. Open the door.
3. Surprise! It's a party! Hooray!
4. Put on your party hat.
5. Eat cakes. Yummy!
6. Dance with your friends.

CD2, 54/55

Oh what a wonderful party!
It's party time today!
Clap your hands! Turn around!
Shout 'Hip, hip, hooray!'

Sausages ... sausages ... in my tummy.
Sausages ... sausages ...
Yummy, yummy, YUMMY!

Oh what a wonderful party!
It's party time today!
Clap your hands! Turn around!
Shout 'Hip, hip, hooray!'

Ice cream ... ice cream ... in my tummy.
Ice cream ... ice cream ...
Yummy, yummy, YUMMY!

Oh what a wonderful party!
It's party time today!
Clap your hands! Turn around!
Shout 'Hip, hip, hooray!'
Shout 'Hip, hip, hooray!'

CD2, 56

1. **POLLY:** Let's dance!
OTHERS: Great idea, Polly!
2. **LEO:** I'm tired! Let's sit down.
3. **GINA:** Ice cream, mmm!
POLLY: Look ... no money.
MIKE: Oh dear.
4. **GINA:** Look at that!
POLLY: Oh dear. Our party.
What a mess!
5. **LEO:** Let's tidy up.
OTHERS: Great idea, Leo.
6. **MIKE:** Phew. It's a lot of work!
7. **GINA:** There! It looks great again.
8. **VENDOR:** Nice work, everyone!
Here's ice cream for you!
ALL: Oh, thank you!

CD2, 57

- BOY 1:** I'm wearing a black hat, a white shirt and black boots. I'm a pirate!
- GIRL 1:** I'm wearing a white mask with pink circles, a red shirt, a yellow belt and black boots. I'm a superhero!
- GIRL 2:** I'm wearing a crown and a pink and white dress. I'm a princess!
- BOY 2:** I'm wearing a hat, a badge, an orange shirt, a brown belt and black shoes. I'm a cowboy!

CD2, 58

- Number 1 is black.
Number 2 is pink.
Number 3 is green.
Number 4 is white.
Number 5 is yellow.
Number 6 is brown.
Number 7 is red.
Number 8 is orange.
Number 9 is purple.
Number 10 is blue.

CD2, 59

- /a/ /a/ apple
/b/ /b/ bag
/c/ /c/ car
/d/ /d/ dad
/e/ /e/ egg
/f/ /f/ fish
/g/ /g/ girl
/h/ /h/ hat
/i/ /i/ igloo
/j/ /j/ jam
/k/ /k/ king
/l/ /l/ lamp
/m/ /m/ mat
/n/ /n/ nose
/o/ /o/ orange
/p/ /p/ pencil
/q/ /q/ queen
/r/ /r/ rabbit
/s/ /s/ salad
/t/ /t/ table
/u/ /u/ umbrella
/v/ /v/ van
/w/ /w/ wet
/x/ /x/ box
/y/ /y/ yogurt
/z/ /z/ zebra

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